



LANGUAGE FOR MEANING

TEACHERS' GUIDE AND KEY FOR
Making Words Work

BY

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INTRODUCTORY STATEMENT

It is the purpose of Part One of this guide, or manual, to point out certain characteristics of MAKING WORDS WORK, the third grade textbook in the Language for Meaning series. Suggestions for teaching the lessons are presented in Part Two.

Part One

Certain Characteristics of MAKING WORDS WORK

Important language activities. MAKING WORDS WORK provides instruction which any boy or girl needs in order to take part effectively in the most important language activities of his everyday life, both in and out of school. All such activities, simple and complex, may be classified as follows: *

1. *Taking part in conversations or discussions*, including informal conversations, directed discussions on a given problem or question, making introductions, and using the telephone
2. *Preparing and making reports*, oral and written, including recitals of personal experiences and experiences of others, and special topic reports for which information must be gathered
3. *Writing letters*, including informal notes, friendly letters, business letters, invitations, and replies to invitations
4. *Giving reviews*, oral and written, including brief reviews of books, motion pictures, and radio programs
5. *Telling stories*, oral and written, including stories read and heard, stories made of personal experiences, and stories made of imaginary happenings
6. *Giving descriptions*, oral and written
7. *Giving directions*, oral and written
8. *Making announcements*, oral and written
9. *Creative writing*

Language abilities. To participate successfully in each of the nine language activities, a pupil needs to gain control of certain definite abilities which may be classified in the four following groups:

1. Those abilities which he must have in order to select topics on which to talk or

write, and to decide upon important and interesting things to say about those topics. Examples of items to be taught in developing such abilities are: (a) how to select a topic for a report, (b) what to write about in a friendly news letter, (c) what to tell in giving directions, and (d) what to tell or ask in a conversation.

2. Those abilities which he must acquire in order to put what he means in language that is clear and exact enough so that others can understand what he really means. Examples of abilities to be taught are: (a) using a word or phrase that expresses exactly a meaning intended instead of using a word or phrase which does not express that meaning exactly, (b) keeping sentences apart rather than running them together, (c) arranging the parts of a sentence so that it gives exactly the meaning intended, and (d) telling things in correct order.

3. Those abilities which he must acquire in order to speak and write correctly. Examples are: (a) using words correctly, (b) using capital letters and punctuation marks correctly, (c) pronouncing words correctly, and (d) placing and spacing the parts of a letter correctly.

4. Those abilities which he must use in order to observe the social amenities or courtesies that constitute consideration for others in speaking and writing. Examples are: (a) helping others to take part in conversation, (b) talking in conversation only when no one else is talking, (c) introducing one person to another, and (d) writing something in a letter to a friend which shows that the letter is personal.

* MAKING WORDS WORK teaches only those activities, or elements of activities, which third grade boys and girls need and can learn.

Organization of the book. With this point of view in mind, 142 definite, clear-cut lessons have been placed in MAKING WORDS WORK. The general purpose of each of these lessons is one or another of the following:

1. To arouse the pupil's interest in, to explain the meaning of, to check the pupil's understanding of, and to provide practice on one given item included in a given activity
2. To review and provide further practice in items previously taught
3. To enable the pupil to test his achievement in a given item
4. To aid the pupil in preparing to take part in a given activity
5. To provide opportunity for the pupil to take part in a given activity, using items previously taught, and to provide opportunity for him to find ways to secure improvement.

The 142 lessons are grouped into ten units. The title of each unit is the name of one of the nine language activities, such as *Conversation*, *Letters*, *Stories*, or *Reports*. Every unit, except Unit Ten, contains three chapters, each of which, as a rule, contains five clearly separated but closely related lessons.

The first chapter in each unit introduces the meaning of and stimulates the child's interest in one of the nine language activities. Lessons in that chapter teach items which the pupil needs in order to select ideas about which to speak and write, and items that constitute the social amenities or courtesies involved in that activity. One or more lessons in the chapter provide opportunity for the pupil actually to take part in the one of the nine language activities being taught in the unit, and to evaluate his performance in that activity in the light of the items taught in the chapter. For want of a better name, this first chapter in each unit may be called the *functional* chapter.

Lessons in the second and third chapters in each unit teach abilities which the pupil must acquire in order to speak and write clearly, exactly, and correctly in the one of the nine language activities being taught in the unit. One lesson in each of the second and third

chapters makes provision for the pupil to deal with the language activity itself in the light of all the items taught in that chapter. For want of a better name, the second and third chapters in each unit may be called *mechanics* chapters.

Chapter 28, Making a Book of Poems, which is about the appreciation of poetry and choral reading may be studied at any time during the year as occasions arise which stimulate interest in the reading and writing of verse.

Organization of the lesson units. The lessons are clearly marked in the text. All lesson titles are numbered and set in capital letters. There is no need for either the pupil or the teacher to estimate or to be confused as to how much or what part of a chapter constitutes a lesson. Likewise, the purpose of each lesson and the procedures to be used in studying and in teaching it are clear. There is no reason for either the pupil or the teacher to feel vague about what is to be done in the lesson or about how to do it. Following sound principles of learning, each language activity is presented in a life situation, and the meaning of an item that is to be learned is taught before practice on it is provided.

The lessons within a given chapter are closely related. Each lesson covers a definite part of the subject of the chapter and has the correct psychological connection with the lesson immediately preceding and the lesson immediately following. The close integration of the lessons in a chapter and of the chapters in a unit not only prevents the "skipping around" which has characterized the wasteful organization of language textbooks during the last decade, but also insures a sustained instructional drive on each language activity over a reasonable period of time.

Speaking clearly and exactly. Because language is fundamentally a vehicle for the communication of meaning, MAKING WORDS WORK places great stress on teaching the pupil to put his ideas into language that is clear and exact enough for other people to understand what he means by it. The main features of this program are indicated below:

1. Definite lessons on vocabulary teach the pupil (a) to choose from among various

words and phrases the one word or phrase which fits best a given meaning; (b) to be concerned about whether a word that he uses expresses exactly what he means; (c) to discover new words with which to express a meaning; (d) to use words which can be understood by his audience; and (e) to explain the meaning of a strange word which must be used.

2. Definite lessons in sentence structure teach the pupil to make his meaning clear by (a) using a sentence when a sentence is needed, rather than a group of words that is not a sentence; (b) keeping sentences apart instead of running them together; (c) arranging the parts of a sentence carefully; and (d) combining sentences which should be combined.

3. Definite lessons in paragraph structure teach the pupil to make his meaning clear by (a) keeping to the topic; (b) telling things in the order in which they happened; and (c) making each sentence in a paragraph tell something that has not been told in the paragraph.

4. Certain uses of punctuation marks are taught as means of making meaning clear.

5. The pronunciation of certain words and the use of the voice are taught as means of making meaning clear.

Topics to talk and write about. Of course, substance or content — having something to say — is fundamental in learning to speak and write well. But neither the teacher nor the language textbook needs to provide subject matter for the pupil to talk and write about. Each pupil already has plenty of ideas to express. These ideas are either (a) those which the pupil has built out of his first-hand experiences, both in and out of school, or (b) those which come from his reading and listening in social studies, science, and other school subjects. **MAKING WORDS WORK**, therefore, does not supply social studies content, science content, or other subject-matter content which the pupil must read in order to have something to talk and write about. The book assumes, rather, that its two chief functions are (1) to stimulate the pupil to recall ideas which he has built out of his experiences and

to be eager to express those ideas in language, and (2) to teach the pupil how to express his ideas well. It assumes, further, that boys and girls can be induced to talk and write more freely and enthusiastically about their first-hand interests and experiences, and about the ideas with which they deal in other school subjects, than about the meager scraps of subject matter which a language textbook can at best provide and which are only vaguely understood by most pupils in most schools.

MAKING WORDS WORK provides many pictures, questions, and suggested topics which stimulate the pupil to talk and write about his experiences, and it teaches him to express well his ideas about those experiences and the ideas with which he deals in social studies and other school subjects. The selection of the pictures, questions, and suggested topics is based on the results of research which discovered what is known about children's interests and about the topics on which boys and girls talk and write voluntarily both in and out of school. The language taught is that which analyses show the child needs in talking and writing about his own experiences and about the ideas he meets in dealing with various school subjects. It is in these ways that **MAKING WORDS WORK** uniquely supplies integration of language instruction with the child's language needs as they appear in his activities outside the school, and as created by the demands for talking and writing which the school places upon him.

The interrelationship of language activities and mechanics. In order that the pupil may realize the importance of gaining control of the so-called mechanics of language, **MAKING WORDS WORK** presents those mechanics, not in isolation, but rather as parts of the language activities themselves. The following statements clarify this relationship:

1. As explained on page 2, the first chapter in each unit teaches and provides practice on functional items that are involved in the one language activity to which the unit is devoted. The second and third chapters in the unit teach and provide practice on mechanics items that are involved in that language activity. Thus each lesson on a

mechanics item is taught as a part of the language activity itself.

2. In one lesson in each mechanics chapter, the pupil uses the mechanics taught in that chapter in carrying on the language activity to which the unit is devoted.

3. Most of the practice provided in each mechanics chapter appears in the form of the language activity being taught in the unit.

4. The title of each mechanics chapter refers to the language activity being taught in the unit as well as to the mechanics taught in that chapter.

Correct usage. The authors of MAKING WORDS WORK believe that the teaching of correct usage of words is a problem in habit formation, that errors have their origin in speech rather than in writing, and that the perpetuation of those errors is promoted chiefly by oral expression. Because of this point of view, the authors provided a large amount of practice material, much of which is oral. To help maintain the pupil's interest in practice, the great bulk of practice material appears in the form of interesting connected discourse rather than as a group of unrelated sentences. The items taught in correct usage are those which research has shown to be most used by children, which the pupils can understand, and with which they have serious difficulty.

Persistent review and practice. Skills once presented in MAKING WORDS WORK are not dropped. There is a steady and persistent instructional drive on each important skill. The following statements clarify this point:

1. Important items taught and practiced in the first or functional chapter of each unit are used in each other chapter in that unit; they are retaught and practiced further in the first chapter in a second unit which deals with the same language activity; and they are used again in each of the two remaining chapters of that second unit. Each of these items is retaught briefly and practiced further at each subsequent grade level.

2. The items presented in the second and third chapters of a given unit are thoroughly reviewed and practiced time and again in the second and third chapters of several subsequent units. For example, such mat-

ters as capitalization, punctuation, and sentence structure are practiced frequently throughout the book in the light of well-planned and well-scheduled reviews. Each mechanics item taught and reviewed in MAKING WORDS WORK is retaught and given distributed practice at each subsequent grade level.

3. Each item in correct usage of words is reviewed and practiced time and again throughout the book. Practically all of these items are retaught and given further practice at each later grade level.

Pupil's discovery of his language needs. MAKING WORDS WORK places great emphasis upon the pupil's discovery of his own language needs and in his finding and correcting of his own errors. Each pupil proof-reads each piece of his writing, and, in the light of definite standards, makes the necessary corrections. Part of the regular teaching plan is to get the pupil to correct and improve each piece of work, oral or written, which he does as an individual or as a member of a group. He helps to build standards which he uses in evaluating his work, and he spends time in finding ways to improve his performances in the light of those standards. Likewise, the class build standards for and evaluate the group performances.

Individual needs and differences. MAKING WORDS WORK provides for individual needs and differences in many different ways. Among those ways are the following:

1. Each pupil is given frequent opportunities and ample stimulation to talk and write about his *own* interests and experiences.

2. Each pupil is definitely taught to evaluate his own work, to discover his own needs, and to correct his own errors.

3. Any pupil may and should be excused from any practice or from any exercise in mechanics which teaches only items in which he is sufficiently competent.

4. At the close of each unit there are two pages entitled *More Practice*. This material serves as a summary and review of mechanics taught in the unit, and provides material for meeting the needs of pupils who should have more practice on those mechanics.

5. Provision is made for stimulation of and instruction in creative expression by pupils who have the required interests.

6. Ample review on important skills is provided for any pupil who needs more than a normal amount of instruction and drill.

Tests and further practice. Tests on mechanics items occur at well-spaced intervals following the introduction and teaching of those items. By his own checking of tests, under the supervision of the teacher, the pupil can discover those things on which he needs further study and further practice. Most of the tests provide directions for the additional practice and give definite instructions for further study.

Preparation for formal grammar. Pupils who use MAKING WORDS WORK and other books of the Language for Meaning series get thorough instruction in certain aspects of correct usage of words and in sentence structure. This work forms the basis that makes the functional grammar of Grade Six intelligible and rational for the pupil. The grammar taught there is that which is needed to extend and to clarify for the pupil what he has learned in the preceding grades, and to give him an understanding of how to improve his speech and his writing.

Simplicity of the vocabulary. Great care was used in making the text easy for third grade pupils to read. More than 80 per cent of the words in the book are among those used by third grade children in writing. More than 94 per cent of the words are included in two or more of five different word lists which are commonly used as measures of vocabulary

difficulty in reading matter. The meaning of each special word such as *sentence* or *conversation* and of any other word which was judged to be a possible source of difficulty is taught when it is first used in the book. All through the book, a special attempt was made to present the meaning of each strange concept and to use sentence structure which is familiar to third grade pupils.

Correlation with other school activities. In view of the fact that language is used in all school work, it is foolish, of course, to limit the teaching of language to the so-called language period. Consequently, MAKING WORDS WORK provides for the close integration of instruction in language with other school activities. The language taught is that which pupils need in order to carry out other school work. In most lessons the pupil's attention is called to what is taught in a way which enables him to understand his need for and use of it in other school work. In this manual definite suggestions are given for using in other school work what is taught in MAKING WORDS WORK.

Improvement in speaking and writing — the goal. MAKING WORDS WORK does not seek to teach a complete and final mastery of language skills. Realizing the complicated nature of language ability and utilizing principles of child development, the authors have attempted, rather, to provide opportunity and stimulation for the pupil to secure improvement in speaking and writing, little by little. The goal is steady and real improvement in language facility which contributes to child growth, rather than the complete mastery of language skills.

Part Two

Suggestions for Teaching the Individual Lessons

THE lessons in MAKING WORDS WORK are clearly separated by numbers and titles.

The great majority of lessons follow the same pattern — a three-part pattern that is convenient for the teacher to use and easy for the pupil to observe and learn. The first part, clearly shown by an italicized side heading such as *To read to yourself* or *To read and*

think over, is to be read silently and digested by the pupil. It is in this part that the meaning and use of the item being taught is made clear. There is no particular need for the teacher to participate in this part of the lesson except as she may need to introduce it and to help pupils who are greatly retarded in reading. In the second part, shown by one or more italicized

side headings such as *Talking together*, *Questions to talk over*, or *Working together*, the members of the class or of a group talk or work together to clinch the ideas presented in the first part. In this work the teacher's participation is imperative. In the third part, indicated by an italicized side heading such as *To do by yourself* or *Testing yourself*, the pupil engages in a piece of writing or in another form of activity in which he makes use of what has been taught in the lesson, evaluates his performance, and immediately corrects any error he may have made. For the lessons which do not follow this three-step pattern exactly, the changes, shifts, omissions, or additions involved are obvious in italicized side headings.

By observing the italicized side headings closely, the teacher may discover easily (1) how one may proceed in teaching a lesson; (2) whether a given part of the lesson should be read silently and carried out individually by the pupil or should be handled as a class activity; and (3) whether pupils should read the entire lesson through silently before engaging in any one of the individual or group activities called for in the lesson.

There are, however, certain suggestions and aids relative to the teaching of a given lesson which could not be put in the pupil's text. It is the purpose of this manual to supply those and only those suggestions and aids. For each of several lessons, therefore, three main points are discussed. These are (1) *the purpose of the lesson*, (2) *general preparation for the lesson*, and (3) *suggestions for teaching the lesson*. For each of many lessons, however, discussion of the second point is omitted because no preparation is needed for that lesson. Because the procedures and materials needed in teaching many of the lessons are clearly indicated in the text itself, most of the discussion

under the third point in most lessons points out instructional matters which need emphasis.

Since many lessons contain discussion questions, exercises, or tests for which answers are not given in the text, the manual, under *Suggestions for teaching*, provides answers needed for a few of the questions and for all of the exercises and tests. This is done to help the teacher prevent futile class arguments over questions which may seem debatable, and to provide in convenient form the answers that are to be read aloud as the pupil checks his written work.

At a few appropriate places, suggestions are given for correlating what is taught in a given chapter with other school work. Likewise, special suggestions for rural teachers or for teachers of more than one grade are presented occasionally.

The directions given in the manual and in the side headings of the pupil's text are merely suggestive, representing procedures used in successful teaching of the lessons. They are in no way compulsory. Any teacher who has a better way of handling a given lesson, or any part of a lesson, should use it. Good teaching requires that MAKING WORDS WORK be used in the light of the needs of the class and of each pupil. A lesson, a part of a lesson, or an exercise should be omitted when there is clear evidence that the lesson or exercise will not be profitable to the class or to the pupil. No class or pupil should work out any lesson which teaches only items that the class or the pupil already knows or is able to do adequately. While each lesson has been planned to utilize one language period in teaching the great bulk of third grade pupils, each teacher should make whatever time adjustments are necessary to meet the needs of her pupils.

Note. A bibliography of professional books on the *Language Arts* is found at the end of this manual.

CHAPTER ONE Talking Together, Pages 1-5

I. TALKING ABOUT PETS, pages 1-2

Purpose of the lesson. To stimulate the class to want to talk together about pets, to develop the meaning of conversation, and to provide practice in conversation

General preparation. To stimulate the pupil's interest in pets and to help him to recall things he knows and wants to know about them, attractive pictures of children doing things with pets may be placed around the room a day or so before the lesson is taught. Stimulating and appropriate questions such as *What would you do with a pet like this?* or *Why would you like to have this boy's pet?* may be placed with the pictures. In connection with any preparatory activity, the teacher should not talk with the class about pets. That is the heart of the lesson.

Suggestions for teaching. 1. The questions under *Thinking about pets*, page 2, need not be discussed or answered orally. They are to be used by the pupil as he reads silently to help him to think of things to tell and ask about pets in the conversation that follows.

2. With the teacher taking part as a member of the group, the class should carry on the conversation in the light of the suggestions given under *Talking together about pets*, page 2. Preferably, the class and the teacher should arrange themselves in an informal group. The absence of movable chairs does not, however, prohibit conversation. A pupil or the teacher may start the conversation by telling or asking something about pets. (If seats are fastened to the floor in formal rows, pupils may be asked to sit facing each other when speaking.)

The conversation should be carried on without the raising of hands in order that pupils may have opportunity to learn the social amenities or courtesies given under *Talking together about pets*, page 2. If, however, the teacher is certain that the class is too large, or as yet too untrained, to take part in a conversation without the raising of hands, the class

may be divided into small groups. Each group may occupy a section of the room, and the teacher may move from one group to another. Another possibility is to have a group of pupils carry on the conversation while the rest of the class act as an audience. If these alternatives are impossible, it is better to allow the class to talk together as a group and to permit the raising of hands than to have no conversation at all. It is a good policy to allow the pupils to decide whether the class should talk together as a group or whether small groups should be formed.

2. TELLING INTERESTING THINGS,
pages 2-3

Purpose of the lesson. To help pupils to understand that the things they tell and ask in a conversation should be interesting to others in the group

Suggestions for teaching. After the class have decided upon answers to the questions under *Something to talk over together*, it will be helpful to ask each of several pupils to tell something or to ask a question about a given topic, such as *birds* or other *animals*, which he thinks would be interesting to tell or ask about that topic. The rest of the class can decide whether each thing said would be interesting to hear in a conversation.

3. USING WHAT YOU HAVE
LEARNED, pages 3-5

Purpose of the lesson. To stimulate the class to carry on a conversation; to provide practice in using what they have learned about taking part in conversation; and to give opportunity for the class to evaluate their conversation

Suggestions for teaching. 1. The questions under *Getting ready for conversation*, page 3, need not be discussed or answered orally. They are to be used by the pupil as he reads

silently and decides on a topic or question he would like to have the class talk about.

2. The topic chosen by the class with the teacher may be one of the questions given in the text, a topic suggested by those questions, or any desirable topic in which the class is interested.

3. The class should carry on the conversation in the light of points given under *Talking together*, page 4. Follow the suggestions given under Lesson 1, page 7 in this manual.

4. If the class has been divided into small groups for the conversation, pupils should assemble again as a class to do the work provided under *Making a record together*.

5. *Making a record together:*

To help the pupil think of one thing to tell, the teacher may need to raise questions about ways in which she thinks the conversation just held could have been better.

As each pupil gives his sentence, the teacher should write it on the blackboard if the idea in the sentence has not already been given. If a sentence given merely repeats an idea already stated in another sentence, the teacher may ask pupils to decide why it should not be added to the list.

6. For selecting a paper for the bulletin board, the teacher may put the papers on a table or at some place where pupils can later examine them. Each pupil should decide which neat and correct paper he thinks should

be placed on the bulletin board as a class record. The paper to be placed there may then be selected by vote. If this procedure is not possible, the class may, if they wish, appoint a committee to select the paper for the bulletin board.

CORRELATION WITH OTHER SCHOOL WORK

It is a good policy to handle recitations or discussions in all school work in such a way that they are really class conversations. This gives pupils a chance to use in other school work what they have learned thus far about talking together. It is also conducive to better learning in other school work. Occasionally the class should judge the conversations used in connection with other school subjects in the light of standards given on page 4 of the textbook.

SUGGESTIONS FOR RURAL TEACHERS

In a schoolroom where there are two or more small classes or grades, it is not necessary for each class or grade to have its own conversation. It will be feasible to combine two or more grades, or in some cases the entire school, into one conversation group. Such procedure gives pupils opportunity to learn to talk with others of various ages, and it helps to unify the school.

CHAPTER TWO. Speaking Clearly and Correctly in Conversation, Pages 5-12

1. USING A GOOD VOICE, pages 5-7

2. PRONOUNCING WORDS CLEARLY AND DISTINCTLY, pages 7-8

3. PRONOUNCING WORDS COR- RECTLY, page 9

THE purpose of each of these three lessons is clear in the title. No special preparation for any of the lessons is necessary. In each lesson, the text, including the side headings, shows clearly what is to be done and how one may

proceed. It is important to remember that the best practice in pronunciation lies in the speaking of the sentences in which the crucial words are embodied rather than in pronouncing the individual words alone.

4. USING WORDS THAT TELL WHAT YOU MEAN, pages 10-11

Purpose of the lesson. To help the pupil to realize that words have meanings and to understand the importance of choosing carefully

a word or words with which to express a meaning that he has; to provide practice in choosing words for that purpose; and to develop the pupil's vocabulary

Suggestions for teaching. Since this lesson is the first of ten such lessons on "Using Words That Tell What You Mean," the first part of the lesson should be developed with the pupils.

1. It may be well to approach this lesson by asking each of several pupils to tell of a time when others did not understand what he meant because he used a word that did not say what he really meant. From these examples, lead to the statement that this lesson will help us to learn to say clearly what we really mean.

2. It may be necessary to help pupils by working out orally in the group the selection of the correct word, or words, and writing it, or them, on the paper. The pupil should become accustomed to the general procedure involved in studying this type of lesson which appears near the end of each of the ten units. The first four follow the same pattern — presenting questions that can be answered by the picture. The pupil should understand that: (a) the questions are about the picture; (b) the answer to each question is found in a list of words appearing on the same page having the same number as the question; (c) the choice of the correct answer is determined by the picture; (d) he should first study the picture and think out answers to the questions below it; (e) he should then read through all the questions before attempting to answer the first question; (f) usually only one word in the list is the correct answer to the question.

3. Teach the meaning of any word in the list which the pupils do not know.

4. The most important part of the lesson is the discussion called for under *Talking over the answers*. Through that discussion the pupil should begin to learn that words have meanings and that the words one uses in trying to say what he means make a difference. Each of several pupils should have the chance to explain why he chose the word he used, and to find out if the class think that word shows what he meant. The class should have plenty of time to decide which words are suitable and why the others are not; for example, the fol-

lowing reasoning may develop as a result of the discussion in connection with questions 5 and 7, page 10 of the textbook:

(5) The word *cloudy* is not correct because there are shadows in the picture. *Cold* is not correct because Jack is dressed in shorts. *Stormy* is not correct because Jack's hair isn't blowing. *Hat* is not correct because Jack has a sweater on. *Sunshiny* is the right word.

(7) The word *dog* is incorrect because Jack is looking up. *Fire* is incorrect because Jack seems pleased at something. *Clouds* is incorrect because they wouldn't necessarily make Jack smile and, furthermore, he does not seem to be looking high enough to see clouds. The word *friend* is the correct answer because he may have said something to make Jack laugh, and Jack is looking at something higher than his own height.

5. Key for the first exercise: 1. scooter, 2. pushes, 3. handle bar, 4. concrete, 5. sunshiny, 6. schoolhouse, 7. friend, 8. happy

6. Before pupils do the individual work called for under *Finding and writing opposites*, the teacher may need to explain more fully the meaning of opposites.

7. Key for the last exercise: pushes, clear, well, pleasant, cold, light, enemy, calm

5. USING WHAT YOU HAVE LEARNED, page 12

Purpose of the lesson. To provide further practice in conversation and opportunity for the class to evaluate their conversation

Suggestions for teaching. 1. The questions under *Thinking about airplanes* need not be discussed or answered orally; they are to be read silently by the pupil to help him to think of things to tell and ask about airplanes in the conversation that follows.

2. Detailed suggestions for carrying on the conversation can be found on page 7 in this manual.

3. The work suggested under *Working together* should not be omitted. Such work is imperative to the improvement of conversation. If the members of the class have been divided into small groups for the conversation,

they should reassemble as one group to do this evaluating of the conversation.

CORRELATION WITH OTHER SCHOOL WORK

1. Pupils should be encouraged to speak clearly and correctly in all the talking that they do. The class may appoint a committee to listen carefully in all school work for words which pupils do not speak clearly and correctly, and to make a list of those words. This material will serve well as additional speech lessons. It would be well for each pupil to

keep a list of words which he needs to learn to pronounce clearly and correctly, and to practice saying those words softly to himself in spare time in school.

2. Teach the correct pronunciation of any word whenever the need for that teaching arises in any school work.

3. Pupils should be encouraged to choose words carefully in all the talking and writing they do in all school work, and to inquire about the meaning of any strange word they see or hear. The teacher need not fear to use a strange word at any time provided she teaches its meaning then.

CHAPTER THREE. Using Good Sentences in Conversation, *Pages 13-19*

I. MAKING YOURSELF UNDERSTOOD, *pages 13-14*

Purpose of the lesson. To help the pupil to develop a feeling for or an appreciation of the sentence, usually called *sentence sense*, and to provide practice in recognizing and writing sentences

Suggestions for teaching. 1. Do not try to define a sentence. Third grade pupils cannot understand any correct definition that might be used. For the development of sentence sense, it is better to depend upon ample concrete illustration, practice in distinguishing between sentences and groups of words that are not sentences, and practice in making sentences. Do not use the expression, "A sentence gives a complete thought."

2. Encourage pupils to ask for further illustration of sentences and groups of words that are not sentences if they think they are not able to tell a sentence from a group of words that is not a sentence.

2. USING GROUPS OF WORDS IN MAKING SENTENCES, *pages 14-15*

Purpose of the lesson. To provide practice in making, writing, and correcting original sentences

Suggestions for teaching. Do not allow pupils to omit the correction of their sentences. Such correction is essential to learning to write good sentences.

3. TWO WAYS TO USE SENTENCES, *pages 15-16*

Purpose of the lesson. To teach the meaning and end-punctuation of a statement and a question, and to provide practice in writing and correcting original sentences

4. SENTENCES ABOUT YOURSELF, *pages 17-18*

Purpose of the lesson. To teach and provide practice in the use of certain capital letters and punctuation marks in writing sentences

Suggestions for teaching. 1. In discussing the fourth question under *Talking together*, the teacher may need to help pupils to state the rules. The rules made by pupils can be checked by those given on page 18 of the textbook.

2. Do not allow pupils to omit the correction of their sentences.

5. USING WHAT YOU HAVE LEARNED, pages 18-19

Purpose of the lesson. To provide opportunity for pupils to use and summarize what has been taught about sentences, capitalization, and punctuation

Suggestions for teaching. 1. The questions under *Thinking of answers* do not need to be discussed or answered orally.

2. In answering the first five groups of questions under *Talking together*, it is particularly important for the pupil to understand that in conversation it is all right for him to use a group of words which is not a sentence if it makes his meaning clear, but that often he must use a sentence instead of a group of words that is not a sentence in order to make his meaning clear.

3. For suggestions relative to compiling the record and choosing a copy for the bulletin board, see items 5 and 6, column 1, page 8, in this manual. The class may decide that the teacher should choose the copy for the bulletin board.

MORE PRACTICE, pages 20-21

On these two pages are exercises dealing with certain items taught in Unit One. Any pupil who needs the practice may work out the exercises individually, either after a

specific lesson as suggested in the text, or after the entire unit has been completed.

Key for Exercise I: 1-C; 2-B; 3-A, C; 4-A, C.

Key for Exercise II: Statements, 1, 2, 5, 6, 8, 12, 13, 16. Questions, 3, 4, 7, 9, 10, 11, 14, 15.

CORRELATION WITH OTHER SCHOOL WORK

1. Each pupil should be encouraged to use a sentence instead of a group of words that is not a sentence in all his talking in all school work when a sentence is needed to make his meaning clear. In all recitations or discussions, pupils should ask a speaker to explain what he means when he uses a group of words that is not a sentence and which does not make his meaning clear. Do not ask a pupil to use a sentence each time he speaks. Often just a word or a group of words that is not a sentence is better.

2. In all written work which the pupil does in connection with other school work, he should correct mistakes he makes in using a group of words that is not a sentence, and in failing to use capital letters, periods, commas, and question marks as taught in this chapter. Keep in mind that most children learn how to write poorly by doing too much poor writing which they do not correct.

UNIT TWO. Letters, Pages 22-44

CHAPTER FOUR. Writing Letters to Your Friends, Pages 22-30

I. LEARNING ABOUT LETTERS, pages 22-23

Purpose of the lesson. To teach some of the important reasons for writing friendly letters and some of the points to be considered in deciding what to write about in a friendly letter

General preparation. A few days before the lesson is taught, the teacher may place on the bulletin board letters which she has received from children and letters which pupils have

received and brought to school. Below the letters the question, *For what reason was each of these letters written?* may be placed. Pupils should be encouraged to read the letters and to think of answers to the question.

Suggestions for teaching. 1. The discussion of the first four questions under *Talking together* should bring out the important point that in writing a letter to a friend one should write about something which he thinks his friend would like to hear.

2. Relative to question 5: The first and last sentences in Sam's letter show that the letter was for his uncle rather than for just anyone. It is important for pupils to learn that in writing a letter to a friend, it is a good thing to give that letter a "personal" touch by saying something which shows the friend that the writer is writing to him rather than to just anyone. Often this element is inherent in a statement or question about another topic. The writer does not need to make a direct definite statement such as "I have been thinking of you" to get the element included. Often one can find a statement that includes the element by covering the greeting and thinking about each sentence with this question in mind: *Would this sentence have been written to just anyone?*

3. For suggestions relative to compiling the record referred to under *Making a record together*, see items 5 and 6, column 1, page 8, in this manual. The class or the teacher may choose a pupil to make a copy of the record for the bulletin board.

2. WRITING A LETTER TOGETHER, pages 24-25

Purpose of the lesson. To give pupils practice in using what they have learned about writing a friendly letter, and to teach a technique to be used in making up a group letter.

Suggestions for teaching. 1. The letter which the class choose to write should be one that they really need to write. It may be any of those suggested in the textbook, or it may be one which should be written to a classmate who is ill or has moved away. The teacher should help the class to choose a letter which they most need to write at the time the lesson is taught.

2. Preferably, the letter should be limited to one topic.

3. Place the greeting for the letter on the blackboard where it can easily be seen by the class. If desired, the teacher may call attention to the use of capital letters and the comma. As a pupil gives a sentence which tells something that the class decided should be said about the topic, the teacher should

write it as part of the body of the letter if it tells something that has not already been told in the letter. The letter, when finished, should have only three parts: *greeting*, *body*, and *signature*. The class may help decide upon the greeting and the signature as well as the body.

4. The questions given under *Helping the class improve the letter* should be discussed, and improvements decided upon by the class and the teacher should be made in the letter on the blackboard.

3. COPYING A LETTER, pages 25-27

Purpose of the lesson. To teach three parts of a friendly letter, the placing and spacing of those parts, and the use of certain uses of capital letters and punctuation marks, and to give practice in writing a letter in correct form.

Suggestions for teaching. 1. The questions given under *To read and do by yourself* may or may not be discussed simultaneously with the reading.

2. Previous to the copying of the letter, the teacher may wish to identify the use of each of the five rules as it is shown in the letter on page 26 of the textbook.

3. Make certain that each child makes any corrections needed in his copy in the light of questions given under *Correcting your copy*.

4. Choose a copy for mailing. For aid in getting a copy chosen, see suggestions given on page 8 in this manual.

5. Encourage children to discover for themselves by judging the correctness of their copies whether they need the extra practice referred to at the bottom of page 27 of the textbook.

4. ANSWERING LETTERS, pages 28-29

Purpose of the lesson. To teach certain important matters about answering a letter, and to give the pupil opportunity to check on his knowledge of items involved in letter writing.

Suggestions for teaching. Key for test items on page 29: 1. (b); 2. (c); 3. (a); 4. (c);

5. (b). Make sure that each pupil understands why a mistake he made in the test is a mistake.

5. USING WHAT YOU HAVE LEARNED, *pages 29-30*

Purpose of the lesson. To give the pupil opportunity to use what he has learned about writing a letter and to provide practice in writing a letter of his own.

Suggestions for teaching. 1. The teacher may need to help individual pupils decide to whom they need to write letters and to choose topics to write about.

2. The pupil should not begin his writing until he has studied the letter pattern again in the light of questions given under *Using the letter pattern*.

3. Make certain that each pupil corrects his letter as called for under *Correcting your letter*.

4. The teacher should not expect any pupil's letter to be long. Four or five sentences should be acceptable.

CORRELATION WITH OTHER SCHOOL WORK

1. Whenever a real need arises for writing a letter in connection with other school work, that letter should be written. Examples are: to thank someone who has talked to the class about a topic being studied in social studies, to ask permission to visit a farm or some other place, and to ask someone to show the class pictures he took on a trip. Care must be taken so that artificial situations are not created or used.

2. Pupils should be encouraged to take time in school to answer letters they need to answer, and to ask for help in writing their letters if they wish and need it.

CHAPTER FIVE. Capital Letters and Punctuation Marks in Letters, *Pages 30-36*

1. BEGINNING AND ENDING SENTENCES CORRECTLY, *pages 30-32*

Purpose of the lesson. To review and to provide practice on beginning a sentence with a capital letter and ending it with a period, and on recognizing sentences

Suggestions for teaching. 1. The discussion of the questions under *Something to decide together* should bring out the point that each sentence should begin with a capital letter and end with a correct punctuation mark, because doing those things makes what a person writes easier to read.

2. Key to capitalization and punctuation of Sue's letter on page 32: 1. period needed after *toad*; 2. *we* should begin with a capital letter; 3. period needed after *him*; 4. *we* should begin with a capital letter; 5. period needed after *us*; 6. *how* should begin with a capital letter; 7. question mark needed after *him*.

3. Make certain that each pupil understands why a mistake he made is a mistake and corrects his errors.

2. MORE CAPITAL LETTERS AND PERIODS, *pages 32-33*

Purpose of the lesson. To reteach and provide practice on certain uses of capital letters and certain uses of punctuation marks, and to teach the meaning of *Mr.*, *Mrs.*, and *Miss*

Suggestions for teaching. 1. Key for Fred's letter on page 33: 1. *dear* should begin with a capital letter; 2. period needed after *ranch*; 3. *if* should begin with a capital letter; 4. *mr* should begin with a capital letter; 5. period needed after *mr*; 6. *fred* should begin with a capital letter; 7. *miss* should begin with a capital letter; 8. *i* should be a capital letter; 9. *denver* should begin with a capital letter.

2. Pupils who need more practice may work out part of Exercise I, page 43.

3. NAMES OF DAYS AND MONTHS, *pages 33-34*

Purpose of the lesson. To teach and provide practice in beginning the names of days

and months with capital letters, and to provide practice in writing original sentences.

Suggestions for teaching. The discussion called for under *Talking together* might well include all rules taught previous to those in the list given on page 32. Rules which could be added to that list are the two given on page 34, and those referring to the name of a state and each word in the signature of a letter.

4. FINDING CAPITAL LETTERS AND PERIODS, pages 34-35

Purpose of the lesson. To give pupils opportunity to check their knowledge of uses of capital letters and periods taught thus far

Suggestions for teaching. 1. When pupils are ready to write the letter, call their attention to the fact that number 9 and number 10 each should have two letters after it, one for a capital letter and one for a period.

2. Key for checking papers: (1) d; (2) h; (3) a; (4) b; (5) c; (6) c; (7) f; (8) b; (9) f, i; (10) c, j; (11) c.

3. Make sure that each pupil who made a mistake understands why his mistake is a mistake.

5. USING WHAT YOU HAVE LEARNED, pages 35-36

Purpose of the lesson. To provide opportunity for the pupil to use certain items he has

been taught about letter writing and using capital letters and punctuation marks.

Suggestions for teaching. 1. Key for checking pupils' papers: 1. *grandmother* should begin with a capital letter; 2. comma needed after *grandmother*; 3. *mr.* should begin with a capital letter; 4. period needed after *mr*; 5. *september* should begin with a capital letter; 6. question mark needed after *september*; 7. period needed after *time*; 8. *i* should be a capital letter; 9. *last* should begin with a capital letter; 10. *monday* should begin with a capital letter; 11. *i* should be a capital letter.

2. Any pupil who needs further practice on capitalization and punctuation items taught in this chapter may work out the exercises on page 43.

CORRELATION WITH OTHER SCHOOL WORK

1. See that pupils have ample opportunity to write important things in connection with other school work. Make certain, however, that the pupil is concerned about using the capitalization and the punctuation rules taught thus far.

2. Teach any use of capital letters or punctuation marks as the need for it arises in other school work.

CHAPTER SIX. Using Words Correctly in Letters, Pages 36-42

I. USING *Saw* AND *Seen* CORRECTLY, pages 36-38

Purpose of the lesson. To teach the use of and to provide practice in using *saw* and *seen* correctly

Suggestions for teaching. 1. In any discussion of the use of *seen*, do not give pupils the idea that *seen* is *always* used with a helping word. *Seen* is used correctly without a helping word; for example: *Seen from our back porch, the fire appeared to be spreading rapidly.*

2. In teaching correct usage of words, oral practice is very important. Under *Talking*

together, it would be well to have pupils take turns reading the sentences aloud. Every pupil should have a chance to take part in the game that follows.

3. Key for David's letter on page 38: 1. *saw*; 2. *seen*; 3. *seen*; 4. *saw*; 5. *saw*; 6. *seen*; 7. *saw*.

4. Make sure that each pupil who made a mistake in his copy of the letter reads again how to use *saw* and *seen* before he corrects his paper.

5. Any pupil who needs further practice on *saw* and *seen* may work out the first part of Exercise II on page 44.

2. USING *Did* AND *Done*, pages 38-39

Purpose of the lesson. To teach the use of and to provide practice in using *did* and *done* correctly

Suggestions for teaching. 1. Guard against giving pupils the idea that *done* is always used with a helping word.

2. Under *Talking together*, pupils may take turns reading the sentences aloud.

3. Every pupil should have a chance to take part in the game.

4. Make sure that each pupil corrects his five sentences in the light of each of the three questions given for that purpose. Each pupil who made a mistake in using *did* or *done* should read again how to use those words before he corrects his paper.

5. Any pupil who needs more practice in using *did* and *done* may work out the second part of Exercise II, page 44.

3. CHOOSING WORDS THAT TELL WHAT YOU THINK, pages 40-41

The purposes and suggested procedures for this lesson are the same as those given for Lesson 4, Chapter Two, pages 10 and 11. See page 9 in this manual for aid.

Key for first exercise: 1. ice cream; 2. grinning or laughing; 3. fat, dimpled, plump; 4. messy; 5. mischievous; 6. neatly; 7. smile; 8. scold.

Key for last exercise: happy, careful, cry, untidy, rough, praise, cool, richly.

4. USING WORDS CORRECTLY, page 42

Purpose of the lesson. To teach the use of *went* and *gone*, and to provide practice in using the six words taught in this chapter

Suggestions for teaching. 1. Do not teach that *gone* is always used with a helping word.

2. Pupils may take turns reading aloud the sentences given under *Talking together*.

3. Key for the test: 1. saw; 2. saw; 3. seen;

4. saw; 5. seen; 6. did; 7. done; 8. did; 9. done; 10. did; 11. went; 12. gone; 13. went; 14. went; 15. gone; 16. gone; 17. went; 18. gone; 19. went; 20. gone; 21. went; 22. gone; 23. gone; 24. went

4. Any pupil who needs further practice on *went* and *gone* after writing his sentences may work out the last part of Exercise II, page 44.

MORE PRACTICE, pages 43-44

The material on these two pages provides practice on certain items taught in the unit. Pupils who need the practice may use any part or all of it individually.

Key for first part of Exercise I: My — d, Mr. — c; Bryan — a; Thank — e; Friday — b; We — e; We — e; Dick — a.

Key for Betty's letter: 1. comma after the greeting; 2. question mark after *me*; 3. period after *play*; 4. period after *cream*.

Key for first part of Exercise II: 1. seen; 2. saw; 3. saw; 4. seen; 5. saw; 6. seen; 7. saw; 8. did; 9. did; 10. done; 11. done; 12. did; 13. done; 14. did; 15. done.

Key for Frank's letter: 1. gone; 2. went; 3. gone; 4. gone; 5. went; 6. gone; 7. went.

CORRELATION WITH OTHER SCHOOL WORK

1. In all school work, give pupils plenty of opportunity to talk and write so that they have the chance to use the six words correctly and frequently. All errors should be corrected.

2. Teach the correct usage of any word when the need for that teaching arises in connection with any school work.

3. The class may appoint a committee to make a list of errors in word usage which occur in school. Lessons may be made and used to teach correct usage of the words.

4. Each pupil may keep a list of the words which he finds he does not use correctly. He should be encouraged to find out how those words should be used.

CHAPTER SEVEN. Making Reports, Pages 45-52

I. KEEPING TO ONE TOPIC, pages 45-46

Purpose of the lesson. To teach the meaning and importance of keeping to a topic in a report, to teach a form for writing a report, and to give practice in keeping to the topic

Suggestions for teaching. 1. From the discussion called for under *Talking together*, pupils should understand that in a report each sentence should tell something about the topic of the report. Any sentence which tells something about another topic should not be in that report. Make sure that each pupil understands that each sentence in Tom's report tells something about the topic, *Pigs*, and that only the first two sentences in Mary's report tell something about her topic, *Chickens*. Take time to analyze the two reports orally and show these facts if necessary.

2. The pattern for a report given on page 47 is merely suggestive. Pupils should use the pattern which is in use in their school.

3. The last two sentences in Sally's report are the sentences which should be left out. They tell nothing about *Gathering Eggs*. Make sure that each pupil who did not leave out the right sentences when he copied Sally's report understands why his mistake is a mistake.

2. USING QUESTIONS TO HELP YOU, pages 46-48

Purpose of the lesson. To teach the meaning and importance of telling enough about a topic in a report, to teach a technique for thinking of enough to tell about a topic, and to provide practice in using that technique

Suggestions for teaching. 1. From the discussion called for by the first two questions under *Talking together*, pupils should understand that when one does not tell enough in a report about the topic, the report may not be interesting and not easy to understand, and

that one can help himself to tell enough by first thinking out questions to answer in the report. In connection with this, it may be well to show, sentence by sentence, how Jim's questions helped him make his report.

2. The topic chosen by each pupil under *Writing sentences* may be any topic in which he is interested and which he thinks the rest of the class would like to hear a report about. It should be a topic which represents something which the pupil has seen, done, or heard — a personal experience — instead of a more or less unfamiliar topic. The questions which the pupil makes may be used later by him in preparing a report of his own.

3. TELLING THINGS IN GOOD ORDER, pages 48-49

Purpose of the lesson. To teach the meaning and importance of telling things in a report in the order in which they happened or are done, and to give practice in that skill

Suggestions for teaching. 1. The discussion called for under *Talking together* should clinch the idea that in a report one should tell things in the order in which they happened because it makes the report easier to understand.

2. Spend plenty of time with the class analyzing the report, *An Accident*, to decide the correct order of the sentences. That order is (1), (4), (2), (3), (5), (6).

3. Key for the report, *A New Bookcase*:
1, 3, 4, 2.

4. PLANNING A REPORT OF YOUR OWN, pages 50-52

Purpose of the lesson. To give pupils an opportunity to prepare a report of their own in the light of what has been taught in this chapter

Suggestions for teaching. 1. The topic each child chooses should be one in which he is

interested, one which he knows enough about to make a report, and one which he thinks the class will like to hear about. It may or may not be among those suggested in the text.

2. Make sure that each pupil corrects his report in the light of the questions under *Improving your report*.

5. USING WHAT YOU HAVE LEARNED, page 52

Purpose of the lesson. To give pupils practice in giving and listening to reports, and to provide opportunity for the class to evaluate their reports in the light of what has been taught

Suggestions for teaching. 1. Encourage pupils to give their reports without reading them. Pupils who cannot do this should read their reports aloud.

2. After each report is given, pupils should feel free to ask for an explanation of anything which they did not understand. The development of this attitude of wanting to understand what a speaker means is important for all pupils to acquire.

3. The main purpose of the discussion

called for under *Talking together* is to get the class to evaluate their reports in the light of what has been taught in the chapter. It is through this evaluation that the class will discover what they need to do to improve their reports.

CORRELATION WITH OTHER SCHOOL WORK

In connection with the teaching of social studies, science, and other school work, give pupils opportunities to prepare and give reports that are needed. Those reports should be prepared, given, and checked in the light of what has been taught in this chapter. The topics should represent familiar and personal experiences of the pupils rather than unfamiliar topics on which information must be gathered through reading.

SUGGESTIONS FOR RURAL TEACHERS

It is not necessary for each small class to give their reports alone. For the giving of and listening to reports, several classes may well work together as one group.

CHAPTER EIGHT. Using Good Sentences in Reports, Pages 52-58

I. WHAT A SENTENCE DOES, pages 52-54

Purpose of the lesson. To teach further what a sentence is; and to provide practice (1) in distinguishing between sentences and groups of words that are not sentences, (2) in distinguishing between statements and questions, and (3) in making and correcting original sentences

Suggestions for teaching. 1. Under *Talking together*, emphasize the facts that a person cannot tell by its form whether a group of words is a sentence or by the fact that it begins with a capital letter and ends with a period or question mark; that many groups of words that are not sentences have the form of or look like a sentence; and that to decide whether a group of words is a sentence, one

must think what it *means* or *does* — whether it tells or asks something by itself.

2. Make sure that each pupil corrects any error he made in his written sentences. Any pupil who needs more practice in distinguishing between statements and questions may work out Exercise I, page 65.

2. SEPARATING SENTENCES THAT ARE RUN TOGETHER, pages 54-55

Purpose of the lesson. To teach the meaning of running sentences together, and to provide practice in separating sentences that have been run together

Suggestions for teaching. 1. In discussing the problem of running sentences together, do not talk about using too many *and*'s. The real problem the child faces is that of learning

not to run his sentences together by using *and* between sentences, by using a comma between sentences, or just by failing to end one sentence with a period and to begin the next sentence with a capital letter; that is, in only some of the cases is the trouble caused by using *and* between sentences. Furthermore, if one says "don't use too many and's" when he means "don't run your sentences together," the pupil tends to quit using *and* where he should use it to make compound subjects or compound predicates. This results in the use of short, choppy sentences. If you must talk about *and* in teaching children not to run sentences together, say "Don't use *and* to run sentences together" instead of "Don't use too many and's."

2. From the discussion under *Talking together*, pupils should learn that one should not run his sentences together because it helps to make his speaking uninteresting and his written sentences hard to read.

3. Key for the written exercise page 55: 1. period after *library*; *we* should begin with a capital letter; 2. period after *us*; *she* should begin with a capital letter; 3. period after *program*; 4. period after *good*; *we* should begin with a capital letter.

3. KEEPING SENTENCES APART, pages 56-57

Purpose of the lesson. To give pupils practice in keeping their sentences apart rather than running them together

Suggestions for teaching. 1. The purpose of the game is to give pupils a chance to tell several things about a topic without running sentences together. As each pupil gives his sentences, the rest of the class may listen for sentences that are run together. Any pupil who runs sentences together should be told how he did it, think how to separate those sentences, and give his sentences again, trying to keep them apart.

2. It is important that each pupil correct his paper, paying particular attention to separating any sentences he may have run together.

3. Pupils who need more practice in keeping sentences apart may work out Exercise II, page 65.

4. USING WORDS CORRECTLY, page 57

Purpose of the lesson. To enable the pupil to discover whether he has learned to use *saw*, *seen*, *did*, and *done* correctly

Suggestions for teaching. Key for the test: 1. seen; 2. saw; 3. seen; 4. saw; 5. saw; 6. seen; 7. saw; 8. saw; 9. seen; 10. saw; 11. seen; 12. saw; 13. seen; 14. seen; 15. did; 16. did; 17. did; 18. done; 19. did; 20. done; 21. done; 22. did; 23. done; 24. did; 25. done; 26. done.

5. USING WHAT YOU HAVE LEARNED, page 58

Purpose of the lesson. To provide opportunity for pupils to use what has been taught about sentences in this chapter

Suggestions for teaching. 1. Key for Peter's report: 1. The phrase, *and two brushes*, should be attached to *Dad gave us a can of red paint*; 2. period needed after *clothes*; *then* should begin with a capital letter; 3. period needed after *face*; the words *and so* should be omitted.

2. Make sure that each pupil understands why any error he made is an error, and that he corrects his mistakes.

CORRELATION WITH OTHER SCHOOL WORK

In the talking which the pupil does in connection with all school work, he should be encouraged to keep his sentences apart instead of running them together. Any pupil who writes in the form of a sentence a group of words that is not a sentence or who runs sentences together in any piece of writing should correct his errors. All written work should be checked for inclusion of these errors. Pupils who show persistency of error in these matters should receive extra practice.

1. USING *Come* AND *Came*, pages 58-60

Purpose of the lesson. To teach the correct use of *come* and *came*, and to provide practice in using those words

Suggestions for teaching. 1. Each pupil should have a chance to read aloud the sentences given under *Working together*, and to take part in the game.

2. Key for the written exercise: 1. *come*; 2. *came*; 3. *come*; 4. *came*; 5. *come*; 6. *come*; 7. *come*; 8. *come*; 9. *came*; 10. *came*; 11. *came*; 12. *came*; 13. *came*; 14. *came*; 15. *came*

2. USING *Run* AND *Ran*, pages 60-61

Purpose of the lesson. To teach the correct use of *run* and *ran*, and to provide practice in using those words

Suggestions for teaching. 1. Each pupil should have a chance to read aloud the sentences given under *Working together*, and to take part in the game.

2. Key for the written exercise: 1. *ran*; 2. *ran*; 3. *ran*; 4. *ran*; 5. *run*; 6. *ran*; 7. *run*; 8. *ran*; 9. *run*; 10. *ran*; 11. *ran*; 12. *run*; 13. *ran*; 14. *run*; 15. *run*; 16. *ran*; 17. *ran*; 18. *run*

3. *Note:* Jack won the race.

3. WORDS THAT TELL WHAT YOU MEAN, pages 62-64

The purpose of this lesson is the same as that of Lesson 4, Chapter Two, pages 10 and 11. See page 9 in this manual for aid. Give plenty of time for each pupil to explain why he chose each word he selected, and for the class to decide which words are good and which are not. Except for the material given under *Writing answers* and *Finding and writing words of like meaning*, the procedures which may be used in this lesson are the same as those suggested for Lesson 4 on page 9 in this manual. Teach the meaning of any word in the lists that the pupils do not know.

Key to first exercise: 1. smile or grin; 2.

farm; 3. slender; 4. grasping; 5. behind; 6. milk can; 7. spout; 8. stream

Key to last exercise: slim, over, seize, unwise, mist, pail.

4. USING WHAT YOU HAVE LEARNED, page 64

Purpose of the lesson. To give pupils opportunity to use what they have learned about using *come*, *came*, *ran*, and *run*, and about keeping to the topic

Suggestions for teaching. Key to the written exercise: 1. *come*; 2. *ran*; 3. *came*; 4. *run*; 5. *come*; 6. *ran*; 7. *run*. The last sentence should be crossed out.

5. TESTING YOURSELF, page 64

Purpose of the lesson. To give pupils opportunity to find out how well they have learned to use *run*, *ran*, *come*, and *came*

Suggestions for teaching. Key for the test: 1. *came*; 2. *come*; 3. *come*; 4. *came*; 5. *come*; 6. *come*; 7. *came*; 8. *come*; 9. *came*; 10. *come*; 11. *run*; 12. *ran*; 13. *ran*; 14. *ran*; 15. *run*; 16. *ran*; 17. *run*

MORE PRACTICE, pages 65-66

These two pages provide more practice on certain items taught in Unit Three. Any pupil who needs practice may work out the exercises individually.

Key for first part of Exercise I: Periods after sentences 1, 2, 5, 7, 8. Question marks needed after sentences 3, 4, 6, 9, 10

Key for Exercise III: 1. *ran*; 2. *ran*; 3. *run*; 4. *run*; 5. *run*; 6. *ran*; 7. *came*; 8. *came*; 9. *came*; 10. *come*; 11. *came*; 12. *come*; 13. *gone*; 14. *went*; 15. *gone*; 16. *went*; 17. *gone*

CORRELATION WITH OTHER SCHOOL WORK

1. Keep up the encouragement of pupils to use words correctly and to watch for and cor-

rect usage errors in all talking and writing in all school work. Teach any item when the need for that teaching arises.

2. The class may keep an Error Box. When a pupil hears a classmate make an error, he

may write on a slip of paper the error made, the correct form, the name of the pupil who made the mistake, and place the paper in the box. Once a week the box may be opened and the errors discussed.

UNIT FOUR. Descriptions, Pages 67-84

CHAPTER TEN. Telling How Something Looks, Pages 67-71

I. TELLING IMPORTANT DIFFERENCES, pages 67-68

Purpose of the lesson. To teach the pupil that in describing an article (or a person) so that anyone can identify it from among similar articles (or persons), he must tell ways in which that article (or person) is different from other articles which may be easily mistaken for it, and to give practice in choosing and telling such things about an article

Suggestions for teaching. 1. It should be made clear in the discussion called for under *Talking together* that Patty's description is poor because she did not tell ways in which the coat is different from other coats.

2. In describing an article, the important things to tell are the ways in which it differs from other articles that might be mistaken for it. Those things are the only things that help anyone to distinguish it from other articles.

2. TELLING ENOUGH, pages 68-69

Purpose of the lesson. To teach the pupil that in describing an article he should tell enough important things to help anyone to identify the article, and to provide practice in telling enough about an article

Suggestions for teaching. Each pupil who finds out that his written description can be improved should make the needed improvements.

3. USING WORDS THAT TELL EXACTLY WHAT YOU MEAN, pages 69-70

Purpose of the lesson. To teach the meaning and importance of using in a description words that tell *exactly* what is meant, and to provide practice in using words exactly

Suggestions for teaching. More exact words to use in the description of Punch are 1. black; 2. white; 3. two (or his front); 5. the end.

4. TELLING ABOUT SOMETHING YOU KNOW, page 71

Purpose of the lesson. To give the pupil opportunity to use what he has learned about describing an article

Suggestions for teaching. 1. Make sure that pupils take time to try to correct or improve their written descriptions.

2. Make sure that the written descriptions are saved for the next lesson.

5. USING WHAT YOU HAVE LEARNED, page 71

Purpose of the lesson. To give pupils opportunity to give, listen to, and evaluate their descriptions in the light of what has been taught

Suggestions for teaching. In the discussion called for under *Talking together*, the class should evaluate their descriptions in the light of the questions given, and arrive at defi-

nite statements which tell things they need to do to make their next descriptions better.

CORRELATION WITH OTHER SCHOOL WORK

In teaching social studies, science, and other

school work, give pupils descriptions of things that pertain to topics being studied who finds or loses an article description of it. All descriptions prepared and improved in this chapter.

CHAPTER

CHAPTER ELEVEN. Making Good Sentences, Pages 72-76

1. CAPITAL LETTERS AND PUNCTUATION MARKS IN SENTENCES, pages 72-73

Purpose of the lesson. To review and provide practice in certain uses of capital letters and punctuation marks

2. FINDING AND MAKING SENTENCES, pages 73-74

Purpose of the lesson. To give further practice in distinguishing between sentences and groups of words that are not sentences, between statements and questions, and in writing original sentences

3. KEEPING SENTENCES APART, pages 74-75

Purpose of the lesson. To give further practice in keeping sentences apart and in separating sentences that are run together

Suggestions for teaching. 1. The point of the work given under *Working together* is for the pupil, in telling things about his topic, to keep his sentences apart. Any pupil who runs his sentences together should be told what his errors are, and try again to give those sentences separated from each other.

2. Key for riddle: 1. period needed after *bright*; 2. period needed after *snow*; *you* should begin with a capital letter; 3. period after *daytime*; *what* should begin with a capital letter

4. USING THE CORRECT WORD, pages 75-76

Purpose of the lesson. To enable the pupil to find out whether he has learned to use *ran*, *run*, *come*, and *came* correctly

Suggestions for teaching. Key for the test: 1. ran; 2. ran; 3. run; 4. ran; 5. run; 6. ran; 7. run; 8. ran; 9. run; 10. ran; 11. ran; 12. ran; 13. run; 14. ran; 15. come; 16. came; 17. come; 18. came; 19. came; 20. come; 21. came; 22. come; 23. come; 24. came

5. USING WHAT YOU HAVE LEARNED, page 76

Purpose of the lesson. To give pupils opportunity to use what has been taught in this chapter about sentences

Suggestions for teaching. 1. In both the oral and the written work, the point to be emphasized is that of keeping sentences apart. The written work should also be checked to see that each group of words written in the form of a sentence is a sentence. Punctuation and capitalization should also be checked and corrected if necessary.

2. One easy way to make the Class Riddle Book is to have the riddles written on paper, a cover made of heavier paper, holes punched in the papers and the cover, and string placed through the holes and tied loosely to hold the papers in the cover. A pupil may be able to draw a picture for the cover.

need for
2. **USING *Is* AND *Are*, pages 77-78**

Purpose of the lesson. To teach the correct use of *is* and *are*, and to provide practice in using those words

Suggestions for teaching. 1. Each pupil should have a chance to read aloud the sentences given under *Talking together and reading aloud*.

2. Key for the written exercise: 1. are; 2. are; 3. are; 4. are; 5. are; 6. are; 7. is; 8. are; 9. are; 10. are; 11. is; 12. is; 13. is; 14. are

2. **USING *Was* AND *Were*,
pages 78-79**

Purpose of the lesson. To teach the correct use of *was* and *were*, and to provide practice in using those words

Suggestions for teaching. 1. Do not omit the oral reading of the sentences under *Talking together* and *Working together*.

2. Key for the test: 1. was; 2. was; 3. were; 4. were; 5. were; 6. were; 7. was; 8. was; 9. were; 10. were; 11. were

3. **CHOOSING WORDS THAT TELL
WHAT YOU MEAN,
pages 80-81**

The purpose of and suggested procedures for this lesson are the same as those for Lesson 3, Chapter Nine, page 62, and the same as those for the first part of Lesson 4, Chapter Two, page 10. See page 9 in this manual for aid.

Key for the first part of the lesson: 1. stroking; 2. firmly; 3. shy; 4. smooth; 5. gentle; 6. white; 7. nose; 8. bridle

Key for the last section of the lesson: rub, daring, quiet, reddish-brown, timid, silky, untamed

4. **USING WHAT YOU HAVE
LEARNED, page 82**

Purpose of the lesson. To provide practice in making a good description of an article, and to give pupils opportunity to use what they have learned about making descriptions and using words correctly

Suggestions for teaching. Do not omit the evaluation of the descriptions and the building of standards to be used in making descriptions as called for under *Talking together*.

5. **TESTING YOURSELF, page 82**

Purpose of the lesson. To give the pupil opportunity to find out whether he has learned to use *is*, *are*, *was*, and *were* correctly

Suggestions for teaching. Key for the test: 1. are; 2. are; 3. are; 4. are; 5. are; 6. is; 7. are; 8. are; 9. are; 10. are; 11. is; 12. were; 13. was; 14. was; 15. were; 16. were; 17. were; 18. were

MORE PRACTICE, pages 83-84

Any pupil who needs the practice may work out the exercises individually either after a specific lesson as suggested in the text, or after the entire unit has been completed.

Key for first part of Exercise I: Sentences — 1, 4, 6, 7, 10, 11; Not sentences — 2, 3, 5, 8, 9, 12, 13

Key for last part of Exercise I: 1. period needed after *hard*; *a* should be a capital letter; 2. period needed after *frozen*; *there* should begin with a capital letter; 3. question mark needed after *bat*; *it* should begin with a capital letter.

Key for Exercise II: 1. is; 2. are; 3. is; 4. is; 5. are; 6. is; 7. are; 8. are; 9. is; 10. is; 11. are; 12. are; 13. was; 14. was; 15. were; 16. was; 17. was; 18. were; 19. were; 20. were; 21. was; 22. was; 23. were; 24. were

CHAPTER THIRTEEN. Stories for the Story Hour, Pages 85-90

1. TELLING A STORY, pages 85-86

Purpose of the lesson. To teach the meaning of a difference between a story and a report, the purpose of the title of a story, a function of the first part of a story, and to provide practice in making part of a story

Suggestions for teaching. 1. It is particularly important for pupils to understand the distinction made in the lesson between a story and a report.

2. For aid in choosing a copy of the story for the bulletin board, see page 8 in this manual.

2. MORE ABOUT STORY TELLING, pages 86-88

Purpose of the lesson. To provide practice in story telling

Suggestions for teaching. 1. A sample story:

CATCHING A THIEF

Joan's puppy is full of mischief. Yesterday he watched her take off her rubbers. When Joan was ready to go back to school she could not find one of her rubbers. She looked behind the door first. She looked under the chairs but she could not find it. Then she went upstairs. Under the bed she found the puppy with her rubber in his mouth.

2. No pupil should omit the making of corrections needed in the first draft of his written story.

3. If the class wish, they may choose several stories for the Class Story Book. The stories may be read aloud and voted upon, or a committee may be appointed to choose the stories.

4. For aid in making the Class Story Book, see Lesson 5, item 2 under *Suggestions for teaching*, page 21 in this manual.

3. TELLING THINGS IN THE RIGHT ORDER, pages 88-89

Purpose of the lesson. To teach the importance and meaning of telling things in the right order in a story, and to provide practice in telling things in the right order

Suggestions for teaching. 1. The order of sentences in *An Early Visitor* should be 1, 4, 2, 3, 5, 6, 8, 7.

2. In the discussion pupils should learn that in a story things should be told in the order in which they happened, and that telling things in this order makes it easier for one to understand what happened.

3. In *A Surprise* the order of the sentences should be 1, 2, 4, 3, 5. Be sure that each pupil understands why a mistake he made is a mistake.

4. PREPARING FOR A STORY HOUR, pages 89-90

Purpose of the lesson. To give pupils aid and opportunity to prepare stories of their own in the light of what has been taught

Suggestions for teaching. 1. The questions given on page 89 need not be answered orally. They are to be used by the pupil to help him in choosing something to make a story about.

2. It is not necessary for each pupil to make a story about something that has happened to him or to someone he knows, or about something he has seen, done, or heard. If he cannot do this, he may plan to tell a story he has heard or read.

5. USING WHAT YOU HAVE LEARNED, pages 90-91

Purpose of the lesson. To provide opportunity for pupils to tell and evaluate their own stories in the light of what they have been taught

Suggestions for teaching. 1. Keep the story hour informal. Give pupils opportunity to make desirable comments and to ask questions about a story told.

2. Do not omit the discussion which provides for the class to evaluate their work and to set up ways of securing improvement in making and telling stories.

CORRELATION WITH OTHER SCHOOL WORK

1. Success in teaching story telling is greatly influenced by the nature of the program in children's literature. There should be single copies of many different books available which contain many good stories for pupils to read. Children's literature should be taught informally as something to be read

and enjoyed now, rather than as something to be studied or as information to be remembered. For suggestions see McKee, Paul, *Reading and Literature in the Elementary School*, Ch. XIV.

2. In connection with the teaching of reading, social studies, and other subjects, give pupils opportunity to tell stories appropriate to topics being studied. Standards taught in this chapter about story telling should be utilized in making and telling those stories.

SUGGESTIONS FOR RURAL TEACHERS

It is not necessary for each small class or grade to have its own story telling period. Often it is preferable for several grades to form one group to tell the stories they have prepared.

CHAPTER FOURTEEN. Speaking Clearly and Correctly in Telling Stories, Pages 91-96

1. A RADIO PROGRAM, pages 91-93

Purpose of the lesson. To provide practice in pronouncing words distinctly and in sounding the endings of words

Suggestions for teaching. It is important for each pupil to read aloud the sentences in which the crucial words occur.

2. LEARNING TO SOUND *wh*, pages 93-94

The purpose of this lesson needs no explanation. It is important for each pupil to take part in the game, and to read aloud the sentences in which the crucial words appear.

3. LEARNING TO USE YOUR VOICE, pages 94-95

Purpose of the lesson. To teach the importance and the characteristics of a pleasant voice, and the use of the voice

Suggestions for teaching. Before the discussion closes, it may be well for the class to make a list of words or sentences which tell ways in which the class need to improve their voices.

4. USING WORDS CORRECTLY, pages 95-96

Purpose of the lesson. To provide opportunity for the pupil to find out whether he has learned to use *is*, *are*, *was*, and *were* correctly

Suggestions for teaching. Key for the test: 1. are; 2. is; 3. are; 4. are; 5. is; 6. are; 7. are; 8. are; 9. are; 10. are; 11. is; 12. were; 13. were; 14. were; 15. were; 16. were; 17. were; 18. were; 19. were; 20. was; 21. was; 22. was

5. USING WHAT YOU HAVE LEARNED, page 96

Purpose of the lesson. To provide opportunity for the pupil to use what has been taught in this chapter about speaking clearly, correctly, and pleasantly

Suggestions for teaching. 1. Each pupil should read one of the stories aloud.

2. It may be well for the class to make a list of sentences which tell ways in which they need to improve their speech.

I. KEEPING SENTENCES APART, pages 97-98

Purpose of the lesson. To provide practice in keeping sentences apart, and in telling things in good order

Suggestions for teaching. A sample story:

THE COOKY CAN

Jimmy likes sugar cookies. Yesterday he stood on a chair to get the cooky jar on the top shelf of the cupboard but he could not reach it. Then he put a box on the chair and stood on it. When Jimmy opened the can he found no cookies. His mother had put salt in the can.

2. IMPROVING A STORY, pages 98-99

Purpose of the lesson. To provide practice in separating sentences that are run together

Suggestions for teaching. 1. Key for *The Best Actor*: 1. period needed after *play*; the words *and so* should be omitted; *he* should begin with a capital letter; 2. period needed after *shoe*; the words *and-uh* should be omitted; *when* should begin with a capital letter; 3. period needed after *loud*; the word *and* should be omitted; *people* should begin with a capital letter.

2. Pupils who need further practice in separating sentences may work out Exercise I, page 103.

3. MORE EXACT WORDS IN PLACE OF *Get* AND *Got*, pages 100-101

Purpose of the lesson. To teach words to use in the place of *get* and *got*, and to provide practice in choosing words that best fit the given meanings in the story

Suggestions for teaching. 1. Follow the same general procedure in teaching this lesson as is suggested on page 9 for teaching a lesson on Word Meanings. Beginning with this lesson, the words are to be fitted into a story. While the story is about the pic-

ture, the pupil will have to depend more and more upon the text for the choice of words. It is therefore important that he read beyond the immediate sentence in question in order to get the sense of the whole paragraph or story. Help the pupils to see that while each word in the group has the idea of *got* in it, only one really fits the meaning in each particular instance. Be sure that each pupil understands why each particular word does or does not fit the meaning of the story. Take plenty of time for discussion of each group of words.

2. The key for the story is: 1. became; 2. climb; 3. went; 4. rested; 5. held; 6. grow; 7. stood; 8. lard. Give the pupils plenty of time in discussion to decide why the other words are not suitable.

3. Key for the other exercise: 1. lazy; 2. wings; 3. before; 4. weary; 5. eager

4. FINISHING A STORY, pages 100-102

Purpose of the lesson. To provide practice in making and writing a story to tell to the class

Suggestions for teaching. 1. Any pupil who wishes to prepare a story other than those for which beginnings are given should do so.

2. Each pupil should do the correcting in his story that needs to be done before the next lesson.

5. USING WHAT YOU HAVE LEARNED, page 102

Purpose of the lesson. To provide opportunity for pupils to tell their own stories, and to evaluate their performances

MORE PRACTICE, pages 103-105

The material on these pages is composed of exercises in separating sentences and in keeping sentences apart. Any pupil who needs that practice may work out the exercises individually.

Key for Exercise I: (First story) 1. period

needed after *box*; *she* should begin with a capital letter; 2. period needed after *it*; *she* should begin with a capital letter. (Second story) period needed after *today*; *he* should begin with a capital letter. (Third story) period

needed after *in*; *there* should begin with a capital letter. (Fourth story) 1. period needed after *treehouse*; *it* should begin with a capital; 2. period needed after *it*; *they* should begin with a capital letter.

UNIT SIX. Telephoning, Pages 105-126

CHAPTER SIXTEEN. Talking Over Telephones, Pages 105-111

I. HOW THE TELEPHONE HELPS US, *pages 105-106*

Purpose of the lesson. To give pupils an understanding of the value of the telephone, and to provide practice in conversation

Suggestions for teaching. Do not neglect to plan to get the toy telephones for the next lesson. If none are available, they can be made with a piece of wood and two low tin cans. An opened can may be fastened to each end of a flat stick about six inches long.

2. ANSWERING THE TELEPHONE, *pages 106-107*

Purpose of the lesson. To teach certain important things about answering a telephone call

Suggestions for teaching. 1. In answering questions 1, 5, and 6 in the discussion, point out that the telephone should be answered quickly in order not to keep the caller waiting and not to lose what may be an important call; that if one's lips are too far away from or too close to the transmitter he cannot be easily heard; and that if the receiver is held too tightly against his ear he cannot hear easily what is said.

2. Be sure to have the class evaluate their answering of calls.

3. DECIDING WHAT TO SAY, *pages 107-108*

Purpose of the lesson. To teach the pupil what to do and say in answering the telephone

when someone else is wanted, and to provide practice in answering such calls

Suggestions for teaching. 1. If they wish, the class may substitute other cases for those suggested under *Answering the telephone*.

2. The decisions relative to improvement to be made by pupils at the close of the lesson are to be based upon their performances in answering calls during the lesson.

4. MAKING A TELEPHONE CALL, *pages 109-110*

Purpose of the lesson. To teach pupils what to do and say in making a friendly telephone call

Suggestions for teaching. 1. In this lesson, the text assumes that pupils do not have dial telephones at home. Even in localities where dial telephones are in use, pupils need to learn how to make a call through the operator.

2. The decisions relative to improvement to be made by pupils at the close of the lesson are to be based upon their performances in making calls during the lesson.

5. USING WHAT YOU HAVE LEARNED, *pages 110-111*

Purpose of the lesson. To give pupils opportunity to use what they have been taught about using the telephone

Suggestions for teaching. Each pupil should have a chance to take part in the game and to read the six sentences aloud.

I. SHORTENED WORDS, *pages 111-113*

Purpose of the lesson. To give pupils an understanding of what a contraction is, and to provide practice in making and writing contractions correctly

Suggestions for teaching. Make certain that the pupils know from what two words each contraction is made.

2. USING WORDS THAT MEAN

No AND Not, pages 113-114

Purpose of the lesson. To teach the meaning of *no* and *not* words and to provide practice in using them correctly in sentences

Suggestions for teaching. Pupils who have difficulty with the *no* and *not* words should be encouraged to substitute the two words for contractions ending in *n't*. For example: He *hasn't* any shoes; He *has not* any shoes. Make sure that the pupil knows why a mistake that he makes is a mistake.

3. USING *Have* AND *Haven't*,

pages 114-115

Purpose of the lesson. To help the pupil eliminate the use of the word *got* after *have* or *haven't*

Suggestions for teaching. If pupils persist in using *got* after *have* and *haven't*, play oral games such as "Go to My Next Neighbor" at frequent intervals.

4. USING WHAT YOU HAVE LEARNED, *page 115*

Purpose of the lesson. To give pupils opportunity to use what they have been taught about using the telephone and about using negatives — *no* and *not* words

Suggestions for teaching. If the class wish, they may substitute other calls than those given in the lesson. Any call used should be one that involves a conversation in which negatives, *have no* and *haven't* are used.

5. TESTING YOURSELF, *pages 115-116*

Purpose of the lesson. To give the pupil opportunity to discover whether he has learned how to use *no* and *not* words, particularly such contractions, *hasn't*, *haven't*, *isn't*, *aren't*, *weren't*, *don't*, and *doesn't* correctly

Suggestions for teaching. 1. Key for the first part of test: 1. *haven't*; 2. *can't*; 3. *doesn't*; 4. *don't*; 5. *isn't*; 6. *aren't*; 7. *weren't*

2. Key for the second part of the test: 1. *any*; 2. *no*; 3. *any*; 4. *nothing*; 5. *anything*; 6. *anything*; 7. *anybody*; 8. *anybody*; 9. *nobody*; 10. *anywhere*; 11. *anywhere*; 12. *nowhere*

3. Any pupil who needs further practice in using negatives may work out Exercise II, page 126.

CHAPTER EIGHTEEN. Using Good Sentences in Conversation, *Pages 116-124*

I. TAKING TELEPHONE MESSAGES, *pages 116-118*

Purpose of the lesson. To give further practice in making correct sentences

Suggestions for teaching. Make sure that each pupil corrects any mistake he made in his written message.

2. SHORT STATEMENTS AND QUESTIONS, *pages 119-120*

Purpose of the lesson. To help the pupil understand when groups of words that are not sentences can and should be used instead of sentences, and to give practice in writing original sentences

Suggestions for teaching. From the discussion each pupil should understand that a group of words which is not a sentence can be understood because something has been said or done that explains it, that under such conditions it is all right to use a group of words that is not a sentence, but that when such conditions do not exist one must use a sentence to make his meaning clear.

3. IMPROVING NEWS ITEMS, *pages 120-121*

Purpose of the lesson. To provide practice in separating sentences that are run together, and practice in keeping sentences apart

Suggestions for teaching. 1. Each pupil should check his written news item particularly to see that he kept his sentences apart.

2. Although the first part of the lesson is a suggestion for making a class newspaper, there is no need for the class to follow the plan suggested if a newspaper is already in operation in the school. In such a case the news items prepared should be submitted to the school paper after pupils have corrected any mistakes.

4. USING MORE EXACT WORDS, *pages 122-123*

Purpose of the lesson. To teach the importance of choosing a word carefully to stand for a given meaning; to provide practice in choosing from among a group of words the one word which fits a given meaning best and to increase the pupil's vocabulary

Suggestions for teaching. 1. The questions under the picture may be used before the pupil works out the story or at any time judged to be feasible.

2. It may be necessary to explain that only one word in each group is correct. It is the word which tells most exactly what really happened.

3. It may be necessary to work out orally with the class the selection of the word from the first list. This will serve as an example for completing the exercise.

4. Teach the meaning of any word in the

lists which the pupils do not understand. See page 9 for detailed procedure.

5. Key for the story: 1. baseball bat; 2. a foot; 3. jump; 4. asked; 5. jump; 6. higher; 7. one foot; 8. leaps

6. Give pupils plenty of time to discuss the words suggested in the groups, and to decide together why one word fits the meaning best and why the other words are not as good.

7. Key for the written sentences: 1. taller; 2. longer; 3. higher; 4. larger; 5. better

5. USING WHAT YOU HAVE LEARNED, *page 124*

Purpose of the lesson. To give the pupil opportunity to find out if he can use what has been taught about identifying and using sentences and about separating sentences that are run together

Suggestions for teaching. 1. In the first part of the conversation, Jim's first question and Joan's first question should have been sentences. Then Patty's second and fourth speeches would not have to be sentences to make the meaning clear. For example, if Jim had asked "When did you see her?", the answer "Just now" is clear. If he had asked "When is the party?" Patty might have said, "Friday at 4 o'clock." In the discussion it might be well to have the class decide what those sentences should have been.

2. Key for the written exercise: (a) (Patty's speech) period needed after *White*; *and* should be omitted; *it* should begin with a capital letter; period needed after *fun*; *and* should be omitted; (b) (Peter's speech) period needed after *white*; *and* should be omitted; *she* should begin with a capital letter.

MORE PRACTICE, *pages 125-126*

Pupils who need the practice on sentences and correct usage of words may work out the exercises individually.

Key for first part of Exercise I: 1. period needed after *bowl*; *there* should begin with a capital letter; 2. period needed after *snow-storm*; *cars* should begin with a capital letter; 3. period needed after *kindergarten*; *they*

should begin with a capital letter; 4. period needed after *school*; *she* should begin with a capital letter; 5. period needed after *canaries*; *each* should begin with a capital letter.

Key for first part of Exercise II: 1. anything; 2. anything; 3. nothing; 4. any; 5. no; 6. any; 7. anybody; 8. nobody; 9. anybody

Key for last part of Exercise II: Sentences should contain *haven't any*, *isn't any*, *hasn't anything*, *wasn't anybody*, *no one did*, *weren't any*

CORRELATION WITH OTHER SCHOOL WORK

Do not neglect having pupils check and correct their written work in other school work to see that they (1) write sentences instead of groups of words that are not sentences; (2) keep sentences apart instead of running them together, and (3) use capital letters, periods, and question marks correctly.

UNIT SEVEN. More Letters, Pages 127-144

CHAPTER NINETEEN. Writing Interesting Letters, Pages 127-131

1. LETTERS THAT ARE FUN TO READ, pages 127-128

Purpose of the lesson. To review certain elements that make a friendly letter interesting, and to provide practice in making a group letter

Suggestions for teaching. 1. The person chosen to whom to write and the topic chosen to write about may or may not be suggested in the text. The letter should be a letter that really needs to be written.

2. For aid in getting the letter composed, see Lesson 2, page 12 in this manual.

3. Give pupils plenty of time to suggest improvements for the letter on the blackboard.

2. COPYING THE CLASS LETTER, pages 128-129

Purpose of the lesson. To provide practice in placing and spacing a letter correctly on paper

Suggestions for teaching. 1. Each pupil should spend time correcting his copy.

2. For aid in getting a copy chosen to send, see item 6, column 1, page 8 in this manual.

3. TELLING ENOUGH IN A LETTER, page 129

Purpose of the lesson. To teach the importance of telling enough about a topic in a letter, and to provide practice in that skill

Suggestions for teaching. 1. The discussion called for under *Talking together* should bring out the idea that one should tell enough about a topic in a letter to make the letter interesting to read.

2. The letter could include statements that tell what games were played and what refreshments were served.

4. TELLING THINGS IN A GOOD ORDER, page 130

Purpose of the lesson. To provide practice in telling things in the order in which they happened

Suggestions for teaching. Key for Bob's letter: The order of sentences should be 1, 4, 2, 3.

5. USING WHAT YOU HAVE LEARNED, pages 130-131

Purpose of the lesson. To give the pupil opportunity to use what has been taught about writing a friendly letter, and to provide opportunity for the pupil to write a letter of his own

Suggestions for teaching. 1. Each pupil should write to someone to whom he needs to write a letter. He should write on a topic of his own choice whether or not that topic is suggested in the text.

2. Help any pupil improve his letter if he asks for that help. Do not insist upon helping.

CHAPTER TWENTY. Capital Letters and Punctuation Marks,

Pages 131-136

I. LETTERS FOR THE POSTMAN,

pages 131-132

Purpose of the lesson. To teach the meaning of the address on an envelope, and to provide practice in writing such addresses

Suggestions for teaching. 1. In the discussion, make sure that each pupil understands the need for each line in any address for an envelope.

2. If preferable, have pupils write other addresses than those given in the text. All mistakes should be corrected.

3. Any pupil who needs further practice in writing addresses may work out the last part of Exercise I, page 143.

2. WRITING LETTERS, pages 132-133

Purpose of the lesson. To teach and to provide practice in the writing of dates and special days

3. NEW THINGS ABOUT A LETTER,

pages 133-134

Purpose of the lesson. To teach the meaning, spacing, placing, capitalization, and punctuation of the heading and the closing of a

letter; and to provide practice in writing headings and closings

Suggestions for letters. In the discussion, make sure that pupils understand the need for each line in the heading, and the suitability of the different closings suggested.

4. USING WORDS CORRECTLY,

page 134

Purpose of the lesson. To give the pupil opportunity to find out whether he has learned to use negatives correctly

Suggestions for teaching. Key for the test: 1. anything; 2. nothing; 3. anything; 4. any; 5. no; 6. any; 7. anywhere; 8. nowhere; 9. anywhere; 10. anybody; 11. nowhere; 12. anybody

5. USING WHAT YOU HAVE

LEARNED, pages 135-136

Purpose of the lesson. To provide practice in determining which rule in capitalization or punctuation applies

Suggestions for teaching. Key for the test: 1-k; 2-k; 3-d; 4-d; 5-t; 6-l; 7-f; 8-r; 9-j; 10-q; 11-g; 12-c; 13-o; 14-e; 15-i; 16-h; 17-b; 18-e; 19-m; 20-p; 21-a; 22-n; 23-s

CHAPTER TWENTY-ONE. Using Words Correctly, Pages 136-142

I. USING *Eat, Ate, Eaten*,

pages 136-137

Purpose of the lesson. To teach the correct use of and to provide practice in using *eat, ate, and eaten*

Suggestions for teaching. 1. Each pupil should have opportunity to read aloud the sentences given under *Talking together*, and to take part in the game.

2. Key for the test: 1. eaten; 2. ate; 3. ate; 4. eaten; 5. eaten; 6. ate

2. USING *Give, Gave, AND Given*,

pages 138-139

Purpose of the lesson. To teach the correct use of and to provide practice in *give, gave, and given*

Suggestions for teaching. 1. Each pupil should have a chance to read aloud the sentences given under *Working together*, and to take part in the game.

2. Key for Bob's letter: 1. gave; 2. gave; 3. gave; 4. give; 5. given; 6. given

3. USING WHAT YOU HAVE LEARNED, page 139

Purpose of the lesson. To give pupils opportunity to use what they have learned about using *eat, ate, eaten, give, gave, and given*, and to review certain skills involved in writing a friendly letter

Suggestions for teaching. 1. Key for the letter: 1. gave; 2. ate; 3. gave; 4. eaten; 5. gave; 6. ate; 7. given; 8. eaten; 9. given

2. Each pupil's letter should be checked for the spacing, placing, capitalization, and punctuation of the five parts.

4. USING MORE EXACT WORDS, pages 140-141

Purpose of the lesson. To provide practice in choosing from among a group of words, the one word which makes the sentence correct, and to increase the pupil's vocabulary

Suggestions for teaching. 1. This lesson may be handled in the same manner as Lesson 4, Chapter Eighteen. See page 9 in this manual for aid.

2. Key for the story: 1. coloring; 2. puff; 3. blew; 4. about five; 5. helpful; 6. advised; 7. led; 8. five

3. Give plenty of time in the discussion for pupils to decide which word best fits each

meaning, and to show why the other words are not good.

4. Key for the synonyms: gust, twelve, pile, several, replied, nearly, paint, pulled

5. TESTING YOURSELF, page 142

Purpose of the lesson. To enable the pupil to discover whether he has learned to use *was, were, give, gave, given, eat, ate, eaten, come, came, went, gone, ran, and run* correctly

Suggestions for teaching. Key for the test: 1. gave; 2. ate; 3. ate; 4. gave; 5. eaten; 6. gave; 7. given; 8. ate; 9. gave; 10. ate; 11. eaten; 12. given; 13. gave; 14. eaten; 15. gave; 16. given; 17. ate; 18. gave; 19. went; 20. gone; 21. came; 22. went; 23. gone; 24. ran; 25. came; 26. gave; 27. ran; 28. saw; 29. ran; 30. came; 31. went; 32. were; 33. came; 34. run

MORE PRACTICE, pages 143-144

Pupils who need more practice on items taught in this unit may work out individually the exercises on these pages.

Exercise II. Key for the conversation: 1. gave; 2. eaten; 3. given; 4. gave; 5. eaten; 6. gave; 7. ate; 8. gave; 9. given; 10. eaten; 11. gave; 12. ate; 13. given; 14. eaten

UNIT EIGHT. More Reports, Pages 145-162

CHAPTER TWENTY-TWO. Book Reports, Pages 145-149

I. THINGS TO TELL ABOUT BOOKS, pages 145-146

Purpose of the lesson. To teach the meaning of a book report and to build standards for the giving of book reports

Suggestions for teaching. 1. The list to go into the record should include at least the name of the book, whether or not the reader liked it, what the book is about, and where one can get the book.

2. For aid in choosing a copy of the record for the bulletin board, see page 8 in this manual.

3. **Note:** Success in teaching the making of book reports is enhanced by availability of single copies of many children's books. Encourage children to bring their own story books from home to leave awhile for others to read. Often a supply of story books can be borrowed for the class for two weeks from the public library.

2. PLANNING A BOOK REPORT, *pages 146-147*

Purpose of the lesson. To aid the pupil in preparing a book report to give to the class

3. GIVING A BOOK REPORT, *page 147*

Purpose of the lesson. To enable pupils to use what has been taught about giving book reports, to evaluate their performances, and to make plans for improvement in giving book reports

4. PLANNING TO USE REPORTS, *pages 147-149*

Purpose of the lesson. To teach pupils how to make a useful written book report

Suggestions for teaching. If a box and cards are not available, book reports can be written on paper made for use in a loose leaf notebook. The reports may be placed in the book in alphabetical order according to title.

5. USING WHAT YOU HAVE LEARNED, *page 149*

Purpose of the lesson. To enable the pupil to use what he has learned about preparing a written book report, and to provide practice in making such a report

Suggestions for teaching. Each pupil should pay particular attention to correcting his report before he files it.

CORRELATION WITH OTHER SCHOOL WORK

In connection with the teaching of literature, social studies, science, and other subjects, give pupils opportunity to prepare and give book reports that deal with topics being studied.

SPECIAL SUGGESTIONS FOR RURAL TEACHERS

For lessons in which book reports are given, combine two or more small classes to make a larger group to give and listen to the reports.

CHAPTER TWENTY-THREE. Using Good Sentences in Reports, *Pages 150-154*

I. KEEPING SENTENCES APART, *pages 150-151*

Purpose of the lesson. To provide practice in talking and in writing about a topic without running sentences together

Suggestions for teaching. Any pupil who needs more practice in keeping sentences apart may work out any part of Exercise II, page 162.

2. SEPARATING SENTENCES, *page 151*

Purpose of the lesson. To provide practice in separating sentences that are run together

Suggestions for teaching. 1. Key for *The Swiss Twins*: 1. period needed after *book*; and

should be omitted; *it* should begin with a capital letter; 2. period needed after *road*; *the* should begin with a capital letter.

2. Pupils who need more practice in separating sentences may work out the last part of Exercise I, page 161.

3. USING SENTENCES IN NOTICES, *pages 151-152*

Purpose of the lesson. To teach what should be told in a notice or announcement, and to give practice in making good sentences

Suggestions for teaching. 1. If the class is preparing to do anything to which others should be invited, the notice written should be about that event rather than the one suggested in the book.

2. For aid in choosing a copy of the notice for the bulletin board, see page 8 in this manual.

4. USING WORDS CORRECTLY, *page 153*

Purpose of the lesson. To enable the pupil to find out whether he has learned to use *eat*, *ate*, *eaten*, *give*, *gave*, and *given* correctly

Suggestions for teaching. 1. Key for the test: 1. gave; 2. eaten; 3. given; 4. gave; 5. eaten; 6. gave; 7. ate; 8. given; 9. gave; 10. eaten; 11. ate; 12. given; 13. ate; 14.

ate; 15. ate; 16. eaten; 17. given; 18. gave; 19. eaten; 20. ate

2. A junco, sometimes called a snowbird, belongs to the finch family.

5. USING WHAT YOU HAVE LEARNED, *pages 153-154*

Purpose of the lesson. To provide opportunity for the pupil to use what he has learned about making a notice or an announcement

Suggestions for teaching. If the class is planning an event, the notice written in this lesson should be about that event rather than about the notice suggested in this lesson.

CHAPTER TWENTY-FOUR. Speaking Clearly and Correctly in Reports, *Pages 154-160*

1. PRONOUNCING WORDS, *pages 154-155*

Purpose of the lesson. To provide practice in sounding final *ing*, initial *wh*, and in pronouncing words distinctly

Suggestions for teaching. It may be necessary to explain the following terms: Hiawatha was a small Indian boy. Wah-wah-taysee was the Indian's name for a firefly. Brakes are ferns or thickets. Nokomis was Hiawatha's mother. *Ere* means before.

2. PRONOUNCING ENDINGS OF WORDS, *pages 155-156*

Purpose of the lesson. To provide practice in sounding final *ow*, *t*, and *d*

Suggestions for teaching. Each pupil should have a chance to take part in the game and to read one of the reports aloud.

3. THE LETTERS *a, e, i, o, u*, *pages 156-157*

Purpose of the lesson. To teach the names of the vowels, and to provide practice in pronouncing certain words

4. USING BETTER WORDS, *pages 158-160*

Purpose of the lesson. To provide practice in choosing from among a group of words one word which fits a given meaning well, and to increase the pupil's vocabulary

Suggestions for teaching. 1. Use suggestions given for Lesson 4, Chapter Eighteen, on page 28 in this manual.

2. Key for *Learning to Skate*: 1. *go out on* or *try out*; 2. *warned* or *declared*; 3. *rolled*; 4. *think*; 5. *faster*; 6. *suddenly* or *before long*; 7. *angry*; 8. *laughing* or *smiling*

3. Give pupils plenty of time to discuss their choices of the words, and to decide why the other words are not good.

4. Key for last exercise: 1. *laughing*; 2. *asked*; 3. *doubt*; 4. *slowly*; 5. *sooner*; 6. *ugly*; 7. *harder*; 8. *angry*; 9. *take*

5. USING WHAT YOU HAVE LEARNED, *page 160*

Purpose of the lesson. To give pupils opportunity to use what has been taught about making and giving a book report, and to provide for the giving and evaluating of book reports

MORE PRACTICE, *pages 161-162*

The exercises on sentences in this material may be used individually by pupils who need the practice.

Key for Exercise I:

Sentences, 1, 3, 6, 8, 10;

Statements, 11, 12, 15, 17;

Questions, 13, 14, 16, 18

Separate sentences, 1. period needed after *cart*; *he* should begin with a capital letter;

2. period needed after *garden*; *they* should begin with a capital letter;

3. period needed after *mice*; *their* should begin with a capital letter;

4. period needed after *other*; *that* should begin with a capital letter; period needed after *true*; *one* should begin with a capital letter;

5. period needed after *skates*; *they* should begin with a capital letter;

6. question mark needed after *up*; *how* should begin with a capital letter; question mark needed after *down*; *how* should begin with a capital letter; question mark needed after *here*; *how* should begin with a capital letter; question mark needed after *there*.

UNIT NINE. More Stories, *Pages 163-180*

CHAPTER TWENTY-FIVE. More Stories for the Story Hour, *Pages 163-168*

I. SURPRISES IN STORIES, *pages 163-164*

Purpose of the lesson. To teach where the surprise in a story should be placed, to review the functions of the title and the first part of a story, and to provide practice in completing a story

Suggestions for teaching. Do not allow pupils to get the idea that a story must have a surprise in it. They should understand that a story may tell something funny or exciting without having a surprise in it.

2. TELLING A STORY TOGETHER, *page 164*

Purpose of the lesson. To provide practice in composing a story

Suggestions for teaching. 1. A sample story:

A QUEER FISH

Billy wants to be a good fisherman. Last Saturday he and his father went fishing.

Billy felt a strong pull on his line. He called to his father to help him pull in the fish. Billy and his father pulled and pulled. Finally the line came up. An old shoe was on the hook!

2. For aid in choosing a copy for the Class Story Book, see page 8 in this manual.

3. TELLING ENOUGH IN A STORY, *pages 165-166*

Purpose of the lesson. To provide practice in telling all the important parts of a story

Suggestions for teaching. The story should include statements that tell of the places where Judy looked for her doll.

4. PLANNING A STORY, *pages 166-167*

Purpose of the lesson. To aid the pupil in preparing a story of his own

Suggestions for teaching. Note that any pupil who cannot think of something he has done, seen, or heard about which he can make a story, may plan to tell a story he has heard or read. That story should be a short one.

5. USING WHAT YOU HAVE LEARNED, pages 167-168

Purpose of the lesson. To give pupils opportunity to tell stories and to evaluate their performances

Suggestions for teaching. Exercise I: story hour as informal as possible, so should be pupils opportunity to make desirable letter; and to ask questions about a story told. ^{begin}
2. Do not omit the evaluation of performances called for under *Talking together*.

CHAPTER TWENTY-SIX. Using Words Correctly in Stories, Pages 168-173

I. SPEAKING OF ONE OR MORE, pages 168-169

Purpose of the lesson. To teach the correct use of *isn't*, *aren't*, *wasn't*, and *weren't*, and to provide practice in using those words and in avoiding *ain't*

Suggestions for teaching. 1. Each pupil should have a chance to read aloud the sentences given under *Talking together* and to take part in the game.

2. Key to the test: 1. *isn't*; 2. *aren't*; 3. *aren't*; 4. *aren't*; 5. *aren't*; 6. *aren't*; 7. *isn't*; 8. *isn't*; 9. *aren't*; 10. *weren't*; 11. *wasn't*; 12. *weren't*; 13. *weren't*; 14. *weren't*; 15. *weren't*; 16. *wasn't*; 17. *weren't*; 18. *wasn't*; 19. *weren't*; 20. *weren't*

2. SPEAKING OF YOURSELF LAST, pages 170-171

Purpose of the lesson. To teach the pupil to name another person first when he speaks of the other person and himself, and to provide practice in doing that

Suggestions for teaching. 1. Each pupil should have a chance to take part in the game.

2. Do not neglect correction of the sentences.

3. REVIEWING IMPORTANT WORDS, page 171

Purpose of the lesson. To enable the pupil to find out whether he has learned to use *give*, *gave*, *given*, *eat*, *ate*, and *eaten* correctly

Suggestions for teaching. 1. Key for the

test: 1. *given*; 2. *gave*; 3. *gave*; 4. *give*; 5. *gave*; 6. *gave*; 7. *given*; 8. *gave*; 9. *given*; 10. *give*; 11. *gave*; 12. *given*; 13. *gave*; 14. *eaten*; 15. *ate*; 16. *ate*; 17. *eaten*; 18. *ate*; 19. *eaten*; 20. *ate*; 21. *eaten*; 22. *ate*; 23. *ate*; 24. *ate*

2. Pupils who need to learn how to use *give*, *gave*, and *given* should study page 138 again. Pupils who need to learn how to use *eat*, *ate*, *eaten* should study page 136.

4. USING WHAT YOU HAVE LEARNED, page 172

Purpose of the lesson. To give the pupil opportunity to plan and tell a story of his own, and to use words correctly

Suggestions for teaching. Keep the story-telling and the listening informal. Pupils should have the chance to talk about any story told.

5. TESTING YOURSELF, page 173

Purpose of the lesson. To enable the pupil to discover whether he has learned to use *isn't*, *aren't*, *wasn't*, and *weren't* correctly; to speak of another person and himself correctly; and to avoid using *ain't*

Suggestions for teaching. 1. Key for the test: 1. *isn't*; 2. *aren't*; 3. *aren't*; 4. *aren't*; 5. *isn't*; 6. *aren't*; 7. *aren't*; 8. *wasn't*; 9. *weren't*; 10. *weren't*; 11. *wasn't*; 12. *weren't*; 13. *wasn't*; 14. *weren't*; 15. Tom and I; 16. Tom and I; 17. Tom and I; 18. Tom and I; 19. Tom and I

2. Pupils who need more practice may work out Exercise II, page 180.

CHAPTER TWENTY-SEVEN. Using Good Sentences and Words in Stories, *Pages 173-178*

I. MAKING INTERESTING SENTENCES, *pages 173-175*

Purpose of the lesson. To provide practice in composing original sentences

Suggestions for teaching. 1. A hobgoblin is a mischievous elf or fairy. A goblinade is a song about a goblin or hobgoblin.

2. The class may wish to read the poems aloud together. See page 182 in the text for aid.

3. Do not omit the correction of written sentences.

2. USING WORDS CORRECTLY, *page 175*

Purpose of the lesson. To enable the pupil to discover whether he has learned to use certain words correctly

Suggestions for teaching. 1. Key for the test: 1. saw; 2. seen; 3. saw; 4. saw; 5. done; 6. done; 7. did; 8. done; 9. ran; 10. ran; 11. run; 12. ran; 13. came; 14. come; 15. come; 16. came; 17. gave; 18. gave; 19. given; 20. gave; 21. ate; 22. ate; 23. eaten; 24. ate; 25. gone; 26. gone; 27. went; 28. gone; 29. gone; 30. went

2. Any pupil who made an error should study appropriate pages again: for saw-seen, page 36; for did-done, page 38; for ran-run, page 60; for come-came, page 58; for give, gave, given, page 138; for eat, ate, eaten, page 136; for went-gone, page 42

3. WORDS THAT HAVE LIKE MEANING, *pages 176-177*

Purpose of the lesson. To give practice in choosing from among a group of words the one word which fits a given meaning best, and to help the pupil to acquire variety of vocabulary

Suggestions for teaching. 1. The questions under the picture may be used before the pupil works out the story or at any feasible time.

2. Before the pupil works out the story, it

may be necessary to emphasize to him that the word to be chosen from each group is the one that most nearly means the same as the word in italics in the story and that tells most exactly what really happened. Teach the meaning of any word in the lists that is strange to the pupil. See *Suggestions for teaching*, Lesson 4, page 28 of this manual.

3. Key for the story: 1. discovered; 2. needed; 3. buy; 4. with him; 5. return; 6. look; 7. worried; 8. bag; 9. obey; 10. immediately; 11. take care

4. Give pupils plenty of time to explain in discussion why they chose the words they selected, and to decide which word is the correct one to use at each place.

5. Key to the last exercise: 1. look carefully; 2. search fully

4. LEAVING OUT SENTENCES THAT DO NOT BELONG IN A STORY, *page 178*

Purpose of the lesson. To provide practice in keeping to the topic, and in making an ending for a story

Suggestions for teaching. 1. The sentences which should be omitted are: *He was going to town* and *He had a new bicycle*.

2. Make sure that each pupil understands why any mistake he made is a mistake and that he corrects his errors.

3. Any pupil who needs more practice in leaving out sentences that do not belong in a story may work out the last part of Exercise I, page 179.

USING WHAT YOU HAVE LEARNED, *page 178*

Purpose of the lesson. To provide practice in separating sentences that are run together

Suggestions for teaching. 1. Key for the written story: 1. period needed after *dinner*; and should be omitted; *he* should begin with a

capital letter; 2. period needed after *plate*; and *so* should be omitted; *the* should begin with a capital letter; 3. period needed after *dinner*; and should be omitted; *she* should begin with a capital letter; 4. period needed after *bottles*; and should be omitted; *it* should begin with a capital letter.

2. Any pupil who needs more practice in separating sentences may work out the first part of Exercise I, page 179.

MORE PRACTICE, pages 179-180

Any pupil who needs further practice in separating sentences, in keeping to the topic, or in using *isn't*, *aren't*, *wasn't*, and *weren't* correctly may use appropriate exercises on these two pages.

Key for the first part of Exercise I:

1. period needed after *wall*; and *so* should be omitted; *he* should begin with a capital letter; 2. period needed after *shadow*; *it* should begin with a capital letter;

3. period needed after *big*; *he* should begin with a capital letter; 4. period needed after *boast*; *just* should begin with a capital letter;

5. period needed after *him*; *the* should begin with a capital letter; 6. period needed after *hole*; *he* should begin with a capital letter.

Key for last part of Exercise I: The last two sentences should be omitted.

Key for Exercise II: 1. is; 2. are; 3. are; 4. are; 5. isn't; 6. aren't; 7. aren't; 8. were; 9. were; 10. were; 11. was; 12. weren't; 13. wasn't; 14. weren't; 15. weren't

UNIT TEN. Poems, Pages 181-195

CHAPTER TWENTY-EIGHT. Making a Book of Poems, Pages 181-186

1. ENJOYING POEMS, pages 181-182

Purpose of the lesson. To teach the meaning of rhyme, to enable pupils to enjoy hearing poems read aloud, and to help pupils to develop an interest in poetry

2. READING POETRY TOGETHER, pages 182-183

Purpose of the lesson. To teach the meaning of choral reading, to teach pupils to read poetry aloud together, and to help pupils to develop an interest in poetry

Suggestions for teaching. 1. It may be well to demonstrate to pupils how to use the hand to beat time before the poem is read in concert.

2. Any short poem which contains clear-cut rhythm will be suitable for choral reading.

3. WRITING A JINGLE TOGETHER, pages 183-184

Purpose of the lesson. To teach pupils what a jingle is, what a stanza is, and how to write a jingle

Suggestions for teaching. 1. It may be well to discuss *A Fun Poem*, showing pupils how the two last lines in each stanza fit with the first two lines.

2. Under *Talking together* take time to get several possible last two lines for each stanza.

3. Under *Working together*, as many stanzas as the class wish may be put together to make a long poem.

4. The class may choose someone who writes well to make a copy of the poem for the Class Poetry Book. This book may be made just as the Class Story Book was made. The making of the book may be discussed by the class.

4. WRITING A POEM OF YOUR OWN, pages 185-186

Purpose of the lesson. To give the pupil opportunity to write and use a poem of his own

Suggestions for teaching. 1. It may be necessary to help individual pupils in writing their poems.

2. If a pupil shows no inclination to write a poem do not insist that he do so.

3. If two pupils wish to write a poem together, allow them to do so.

4. It is important to provide opportunity

for pupils to read aloud to the class the poems they wrote. If necessary, use an additional class period for that reading.

5. The class may choose poems from among those written for the Class Poetry Book.

CHAPTER TWENTY-NINE. Getting Ready for a Party, *Pages 186-193*

I. PLANNING A PROGRAM,

pages 186-187

Purpose of the lesson. To provide aid in planning a program

Suggestions for teaching. Pupils who decide to read poems aloud, to tell stories, or to give reports on the program should use time now to prepare those stories and poems. Such preparation will be needed in a later lesson.

2. WRITING AN INVITATION,

page 187

Purpose of the lesson. To teach pupils how to write an invitation

Suggestions for teaching. It is particularly important for pupils to learn that an invitation should do four things: (1) tell what is going to happen, (2) tell where it will happen, (3) tell when it will happen, and (4) show that the writer wants the person to come.

3. GREETING GUESTS, *pages 187-188*

Purpose of the lesson. To teach the pupil how to greet callers and guests at the door, and to provide practice in making such greetings

Suggestions for teaching. The greetings suggested under *Dramatized greetings* and the dramatization of greeting guests at school should be evaluated by the class. Then the class might build a list of statements that tell things to do in greeting callers at the door.

4. INTRODUCING PEOPLE,

pages 188-190

Purpose of the lesson. To teach pupils how to introduce one person to another, and to provide practice in making introductions

Suggestions for teaching. 1. Rules that can be added to the list are:

(6) when you introduce a boy or a girl to an older person, give the older person's name first;

(7) when you introduce a woman to a man, give the woman's name first;

(8) when you introduce a young woman to an older woman, or a young man to an older man, give the name of the older person first.

2. The dramatizations of introductions suggested under *Working together* should be evaluated by the class, and ways of improving performances should be listed.

3. Suggestions for getting a copy of the rules chosen may be found on page 8 in this manual.

5. PRACTICING FOR THE PROGRAM,

pages 190-191

Purpose of the lesson. To provide opportunity and aid for pupils in practicing for the program they planned

Suggestions for teaching. 1. If different groups of pupils are going to do different things on the program, each group may work alone or practice before the rest of the class who serve as an audience. If most of the class are involved in most of the activities such arrangement is not necessary.

2. Directions for playing the different games may be found in the text by using the index.

6. WORDS OF OPPOSITE MEANING,

pages 192-193

Purpose of the lesson. To provide practice in choosing from among a group of words the word that fits a given meaning well, and to increase the pupil's vocabulary

Suggestions for teaching. 1. The questions under the picture may be used before the pupil begins to work out the lesson or at any time judged to be feasible.

2. It may be necessary to explain the meaning of opposites, and to point out that the best word to be chosen from each group is the word that most nearly means the opposite of the word in italics in the story. Teach the meaning of any word in the lists that is strange to the pupils.

3. Key for the story: 1. sad; 2. lovely; 3. strong; 4. badly broken; 5. never; 6. cry; 7. broken; 8. unhappy

4. Give pupils plenty of time to discuss why they made the choices they made, to decide which words are correct, and why the other words are not correct.

5. Key for the last part of the lesson: 1.

certainly; 2. readily; 3. little; 4. amusing; 5. big; 6. unfamiliar

MORE PRACTICE, pages 194-195

Pupils who need more practice in using capital letters, punctuation marks, and in using words correctly may work out individually the exercises given on these pages.

Key to the first part of Exercise I: 1. comma needed between 10 and 1942; 2. comma needed after the greeting; 3. period needed after *Friday*; 4. question mark needed after *us*.

Key to Exercise II: 1. anything; 2. anything; 3. nothing; 4. aren't; 5. isn't; 6. aren't; 7. weren't; 8. wasn't; 9. weren't; 10. weren't; 11. ate; 12. eaten; 13. eaten; 14. gave; 15. given; 16. given; 17. he or she; 18. I; 19. he or she; 20. I

Professional Books on the Language Arts

General

1. McKee, Paul, *Language in the Elementary School*, Revised edition. Houghton Mifflin Co., Boston, 1939.

2. National Association of Elementary School Principals, Eighteenth Yearbook, *Language Arts in the Elementary School*. National Education Association, Washington, D.C., 1941.

3. National Council of Teachers of English, *An Experience Curriculum in English*. D. Appleton-Century Co., New York, 1935.

Choral Speaking

1. Abney, Louise, and Rowe, Grace, *Choral Speaking Arrangements for the Lower Grades*. Expression Co., Boston, 1937.

2. Rasmussen, Carrie, *Choral Speaking for Speech Improvement*. Expression Co., Boston, 1939.

Creative Expression

1. Ferebee, June, and others, *They All Want to Write*. Bobbs-Merrill Co., Indianapolis, Ind., 1939.

2. Mearns, Hughes, *Creative Youth*. Doubleday, Doran & Co., Garden City, N.Y., 1925.

3. Progressive Education Association, New York, *Creative Expression*, ed. by Gertrude Hartman and Ann Shumaker. E. M. Hale & Co., Milwaukee, 1939.

Corrective Speech

1. Abney, Louise, and Miniace, Dorothy, *This Way to Better Speech*. World Book Co., Yonkers, New York, 1940.

2. Dodd, Celeste, and Seabury, Hugh F., *Our Speech*. Steck Co., Austin, Texas, 1940.

3. Von Riper, Charles, *Speech Correction*. Prentice-Hall, Inc., New York, 1939.

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